

DOCUMENT RESUME

ED 390 347

HE 028 820

TITLE Priorities, Quality, and Productivity of Illinois Higher Education: Assessment of Institutional Actions in 1994-95.

INSTITUTION Illinois State Board of Higher Education, Springfield.

PUB DATE 7 Nov 95

NOTE 44p.; For the summary and assessment for 1993-94 and recommendations for 1994-95, see ED 375 752.

PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS College Administration; College Instruction; College Outcomes Assessment; Colleges; *Community Colleges; Dropout Prevention; Educational Improvement; Educational Objectives; Educational Policy; *Educational Quality; Enrollment; Financial Support; Higher Education; *Private Colleges; *Productivity; Program Descriptions; Program Evaluation; Proprietary Schools; Public Service; Research; School Holding Power; *State Programs; *State Universities; Universities

IDENTIFIERS *Illinois

ABSTRACT

This report provides a summary and assessment of the Priorities, Quality and Productivity (PQP) efforts during 1994-95 of Illinois community colleges and independent colleges and universities, collectively, and of individual public universities. Emphasis is on implementation of recommendations of the Illinois Board of Higher Education of November, 1994. The first section describes each state university's PQP initiative work on campus priorities, productivity of instructional programs, academic quality and productivity, research and public service, administrative productivity, and recommendations. The second section describes efforts in the community college system, particularly priorities, fiscal year 1995 reinvestment, key areas of productivity improvements, academic and student support functions, academic quality and productivity, administrative productivity, and special areas of focus on student retention and institutional support services. A final section on independent colleges and universities summarizes in some detail progress reported by the Federation of Independent Illinois Colleges and Universities, and more briefly, by the proprietary Schools Advisory Committee, as well as individual reports of 13 other independent institutions. (JB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 390 347

Item #4A
November 7, 1995

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

PRIORITIES, QUALITY, AND PRODUCTIVITY OF ILLINOIS HIGHER EDUCATION
ASSESSMENT OF INSTITUTIONAL ACTIONS IN 1994-95

HE 028 820

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Illinois Board of
Higher Education

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC):

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.
☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

PRIORITIES, QUALITY, AND PRODUCTIVITY OF ILLINOIS HIGHER EDUCATION
ASSESSMENT OF INSTITUTIONAL ACTIONS IN 1994-95

This report provides a summary and assessment of the Priorities, Quality, and Productivity (P•Q•P) efforts during 1994-95 of community colleges and independent colleges and universities, collectively, and of individual public universities, with particular emphasis on the November 1994 recommendations of the Illinois Board of Higher Education. These recommendations called upon colleges and universities and their governing boards to continue to engage the campus community to achieve the objectives of the P•Q•P initiative by: using focus statements and well-defined priorities statements to make decisions in planning, budget development, internal budget allocation, program review, and program development; continuing to focus instructional priorities on improving the quality and productivity of academic programs offered both on and off campus; utilizing benchmarks to focus efforts to achieve productivity improvements in administration and support services and in research and public service; phasing out state support for intercollegiate athletics by the end of fiscal year 1996; and reexamining priorities for off-campus programs, eliminating duplication among institutions and working with other institutions and regional consortia to promote cooperative offerings and the sharing of resources.

PUBLIC UNIVERSITIES

Most public universities have integrated the P•Q•P initiative into their on-going planning processes, resource allocation decisions, program reviews, and new program development. Universities that have initiated campus-wide strategic planning processes have generally made effective use of the P•Q•P initiative to achieve campus priorities. Most public universities made new priority decisions during fiscal year 1995 to eliminate programs or options, consolidate administrative units, or undertake other changes that will provide resources for reinvestment in higher priorities.

The descriptions of each university's P•Q•P initiative below are drawn from comprehensive productivity reports, program review reports, and reviews of undergraduate education. Recommendations for program improvement and expansion and for reduction or elimination are provided for several universities. Recommendations also suggest that three universities reexamine doctoral programs in English and mathematics as outlined in *Public University 1994-95 Academic Program Review* (November 1995).

Chicago State University

Campus Priorities

During fiscal year 1995, Chicago State University pursued activities in eight priority areas. The University's highest priority is to improve student retention and graduation rates. Other priorities are to promote access for underrepresented populations, provide students with "windows of opportunity" for career preparation, contribute to the economic development of the community, support faculty development initiatives, achieve excellence in undergraduate instruction, develop the new residence hall as a living-learning center, and enhance technology. Although the University addressed its priorities in its program review, undergraduate education review, and productivity reports, evidence of a strategic plan to achieve priorities is lacking. The University recently began a reorganization of administrative functions to ease the transition to its own governing board, with the

planning and institutional advancement offices among those being reorganized. This change should help the University formulate a strategic plan to continue with other productivity improvements.

The University reallocated a total of \$232,800 towards priorities in undergraduate education (\$167,300) and salary competitiveness (\$65,500). The University reviewed faculty released time and class scheduling, reallocating \$112,300 from low priority activities to undergraduate instruction. The University also eliminated its fleet of vehicles, reinvesting the \$50,000 in savings to higher priorities. The remaining \$70,500 in reallocated funds were generated by eliminating low priority staff positions and non-salary expenditures.

Productivity of Instructional Programs

During fiscal year 1995, the University reviewed six undergraduate teacher preparation programs. All of the programs reviewed, except the B.S. Ed. in Special Education, experienced substantial enrollment increases since 1990. Quality improvements include the inclusion of classroom and other laboratory experiences before student-teaching, curricular revisions, improved advising, practice sessions for state exams, additional faculty, increased emphasis on writing skills, and improved library holdings. However, the low graduation rate across all programs is a continuing problem. The graduation rates in special education and bilingual/bicultural education are especially low. Since there is a substantial need for teachers of special education and bilingual education in Chicago, these two programs should be more effective in meeting the regional need for teachers. The University should establish priorities among education programs and take immediate steps to improve high priority programs.

Chicago State University also reviewed its baccalaureate and master's programs in English and mathematics. While there have been many recent improvements in the programs--better advising, curricular improvements for secondary teaching, and the implementation of assessment strategies--the University recognized other areas still need improvement. Both programs require better library resources and more full-time faculty members. The University reported that the quality of the graduate program needs to be strengthened with a revised curriculum, better advising, and higher standards for student achievement. Low program costs indicate that the University should examine the adequacy of resources allocated to these programs. The University needs to develop immediate plans for improving both programs in English.

In fall 1994, half of the over 100 undergraduate majors in mathematics were enrolled in the secondary teaching option. Recent program improvements include a new computer lab and a revised course sequence for elementary teachers. At the graduate level, two courses for teachers were added.

The University did not directly address the statewide issues identified in the July 1994 report, *Public University Program Review: Statewide Analyses*, for teacher preparation, English, and mathematics programs. The University also did not consistently use indicators of quality throughout its program reviews. Pass rates, a critical measure of effectiveness for teacher preparation programs, were not consistently reported, and response rates to alumni surveys were not given. The lack of benchmarks and other comparative data makes it difficult to interpret findings. Although the University reported recent activities to improve the quality of specific programs, no plans were reported in direct response to program review findings.

Research and Public Service

The May 1995 *Update on Expenditure Trends in Illinois Higher Education* provided ratios of nonstate to state-appropriated funding for all public university research and public service centers and institutes. These ratios provide an indication of the relative priority of centers by assessing the level of external support for their operations. The University has two public service centers, the Neighborhood Assistance Center and the Gwendolyn Brooks Center for Black Literature and Creative

Writing. In fiscal year 1994, both centers were completely funded from state-appropriated funds. The University reported that it is seeking external funding for the centers. The University should periodically review these centers to determine whether the level of external support for their operations warrants the continued commitment of state funding.

Academic Quality and Productivity

The University continued to invest in pre-college initiatives that aim to strengthen students' basic skills while they are still in elementary or high school. Investments in pre-collegiate programs are expected to result in lower remediation costs at the University. The University reported no new initiatives in academic productivity. Past activities--administrators teaching classes, reassignment of staff to high demand areas, making intercollegiate athletics more self-supporting--did not result in any funds for reallocation during fiscal year 1995; however, the University anticipates savings in future years. When reallocated funds are available, they will continue to be directed towards retention and academic support activities.

Initiatives in the area of faculty roles and responsibilities are consistent with the University's teaching mission and focused on faculty development. A New Faculty Orientation program introduced faculty to the "Chicago State Student." The University offered discussion groups, workshops, and a mentoring program to ensure that faculty received the support they need to fulfill their roles. The University also supported faculty groups that engaged in research on teaching and learning, with results of these collaborations then shared with colleagues. External funds supported other applied research relevant to improving instruction. Students were often collaborators in these research projects.

Administrative Productivity

In May 1995, the Board of Governors approved the University's plans for administrative reorganization. Goals of the reorganization are to improve service to students, working conditions for faculty and staff, and administrative efficiency across all functions. The new administrative structure also must accommodate the new responsibilities resulting from the University's new board of trustees. Funds for reinvestment generated from reorganization will be reported in the University's 1996 Productivity Report.

The May 1995 report on higher education expenditures reported several areas in which Chicago State University's expenditures exceeded the benchmarks for other Illinois public universities. In particular, certain student services, executive management, financial management, custodial service, and utility support areas were identified as having potential for productivity savings. The University reported productivity reviews in the utility support and custodial areas but did not report on productivity reviews in the other areas. The University should continue to examine these areas, particularly executive administration and financial management, for reinvestment opportunities.

Conclusions and Recommendations

During fiscal year 1995, Chicago State University embarked on a reorganization of administrative functions that should result in greater efficiencies, improved services, and opportunities for reinvestment of resources. The University continued to emphasize student retention and graduation as its highest priority. This year's program reviews revealed that the University continues to struggle to meet this goal. Immediate steps need to be taken to address quality concerns in the high demand areas of bilingual/bicultural education and special education. The University also needs to develop a plan of action to improve quality and graduation rates in English programs at both the graduate and undergraduate levels.

The University reported few new productivity initiatives begun in fiscal year 1995. The University needs to link its priorities and activities to a comprehensive strategic plan in order to refocus efforts to make priority decisions and productivity improvements.

Eastern Illinois University

Campus Priorities

Eastern Illinois University identified priorities in five general areas: improving the quality of undergraduate and graduate education, attracting and retaining quality faculty and staff, improving service and outreach efforts, expanding the diversity and improving the quality of the student body, and increasing resources for non-salary expenditures, particularly repair and maintenance. In 1993, the University established a university-wide strategic planning process. For the first time in fall 1995, each department or unit will articulate its goals and objectives with university-wide goals and objectives, establish performance indicators, and relate the cost of activities it wants to pursue to available funding or requests for additional funds.

For fiscal year 1995, the University reported \$1.3 million in productivity reinvestments, including \$517,100 for improvements in undergraduate education, \$661,100 for sick leave and early retirement payouts, \$85,000 for library improvements, and \$68,500 for minority student initiatives, salary competitiveness, and international student services. Sources of reinvestments were the conversion of nontenure track to tenure track faculty positions, the recovery of resources from vacant positions, and centrally administered planning support funds.

Productivity of Instructional Programs

In fiscal year 1995, the University eliminated the chemistry management option in the B.S. in Chemistry, although no course deletions or savings were realized. As part of its teacher education and biological sciences program review, the University is addressing low enrollments in the B.S. in Botany, as well as below-average scores on state certification examinations, by proposing a more general teacher certification program in biological sciences.

During the past year, Eastern Illinois University reviewed teacher preparation programs in technology education, health studies, speech communication, physical education, business education, elementary education, junior high education, English, mathematics, special education, and social science. The University also offers secondary certification programs and special certification programs in several other areas which were not reviewed. In its program reviews, the University addressed some statewide issues in teacher preparation and discussed its commitment to provide a learning environment to support cultural diversity and global perspectives. Although minority student representation in teacher preparation programs, as well as the pass rates of minorities on the basic skills and the subject matter certification examinations are low, the University's priority statements emphasize increasing the number and achievement of minority students and enhancing the campus environment.

In both the elementary and special education programs, the University reported plans to maintain or slightly reduce enrollments. Early childhood education is an option within the B.S. in Elementary Education and statewide analyses indicate increasing demand for early childhood educators. The University needs to reconsider its enrollment management plan for the B.S. in Elementary Education. Further, early childhood is now a distinct field with its own certification and the University should consider establishing a separate degree program in early childhood education.

The University also reported the establishment of marketing plans to increase enrollments in the B.S.Ed. in Business Education and B.S. in Technology Education. Student demand in business education declined 20 percent between fiscal years 1991 and 1995. At the same time, jobs in the field have been changing, indicating significant differences between program objectives and curriculum and

what graduates are expected to do in the workplace. Although the B.S. in Technology Education experienced a recent increase in enrollments, the more fundamental issue for both programs is program quality. Since fiscal year 1990, the technology education program has been under continuous review status. In this year's program review, the University states that curricular changes occurred, but no specific changes or results were described. Statewide analysis indicated that the occupational demand for graduates in technology education declined in Illinois and nationally, and several Illinois universities have eliminated their programs. The University is encouraged to postpone expansion of enrollments in the B.S. in Business Education and the B.S. in Technology Education until it has determined that these programs are high priorities and that they will continue to be viable programs given changing student interest and occupational demand. If the programs are retained, the curriculum and technical support should be updated.

The University also reviewed baccalaureate and master's degree programs in English, speech, and mathematics. Enrollments in English at both levels nearly doubled over the past five years. Degree production at the bachelor's level increased by 50 percent, while remaining essentially the same at the master's level. The Department did not indicate whether it intends to maintain or expand enrollments, nor did it address statewide issues. In speech, enrollment declined 20 percent over the past five years at the bachelor's level, and the Department plans to maintain the number of teaching certification majors at 20, as well as maintain current master's degree enrollments. In mathematics, the University addressed several statewide issues in describing recent productivity and quality improvements at the baccalaureate level, including increased emphasis on writing and problem-solving skills in mathematics courses within the new general education curriculum, development of a calculus curriculum for nonmajors, and increasing external funding for development of two new computer courses in general education.

The University reviewed its off-campus programming and continuing education as part of its 1995 Productivity Report and concluded that it did not duplicate any other public or independent university programming. Eastern plans to expand off-campus offerings and increase the number of distance-learning courses, within its resources, to meet new needs within the service region.

Research and Public Service

The May 1995 *Update on Expenditure Trends in Illinois Higher Education* indicated that the University has a high potential for productivity savings in research. The University has six formally organized research and public service centers. One, the Stockman Institute, reported no direct expenditures in fiscal year 1994 and should be reviewed to determine if continuation as an organized unit is necessary. The University also should review the level of state support for Radio Station WEIU in light of the lack of external support for its operations. The University states that its state-funded support for research, including departmental research, is relatively low and closely tied to its mission. The University reduced state support for public service programs and activities. In general, public service activities at Eastern Illinois University receive a high level of external support.

Academic Quality and Productivity

The University's 1995 Productivity Report presented its academic productivity improvements within the context of the discussions on student learning, affordability, orientation or transition programs, graduation rates, assessment, technology, and faculty roles and responsibilities. The University participated with Western Illinois University in a time-to-degree study. In fall 1996, the University will implement a compressed bachelor's degree for honors students in English and history and another model program for able, well-motivated students. The University's Report of the Task Force on Faculty Roles and Responsibilities made recommendations in three areas: restructuring and expanding faculty development activities; replacing temporary faculty with terminal-degree, tenure-track faculty; and implementing a reward and incentive system that addresses faculty issues and uses a nonconfrontational, interest-based bargaining process.

Administrative Productivity

In the May 1995 report, *Update on Expenditure Trends in Illinois Higher Education*, several areas were identified as having potential for productivity savings. The University systematically reviewed each of these areas and concluded that each is of high priority. High costs in executive management were attributed to the campus' strategic planning process, while the review of utility costs indicated some potential for reallocation to deferred maintenance. The University instituted several new management practices, such as a stockless supply system, applicant scheduling within the Department of Human Resources, quality management training, and an enhanced recycling program that have led to productivity improvements. Within its intercollegiate athletics program, the University continues to address gender equity concerns and should realize productivity improvements by changing to a regional athletic conference.

Conclusions and Recommendations

Eastern Illinois University continues to identify as high priorities increased funding for improvements in undergraduate instruction, deferred maintenance, equipment, faculty salaries, and faculty development. Reinvestments identified by the University, in most cases, do not represent decisions to eliminate or reduce low priority programs or activities and reinvest resources into higher priority programs. The increase in tenure-line faculty to support general education, which represents over one-third of the University's total reported reinvestments, converts positions from nontenure track to tenure track. While representing a quality improvement, the conversion of positions does not represent a priority decision to reduce or eliminate a low priority program or activity.

According to the University's Productivity Report, fall 1995 will be the first year in which departments and units will establish formal goals, objectives, and performance indicators and articulate these with University goals and objectives. Of particular concern is the lack of a campus-wide perspective in the priority-setting process. The commitment to decentralize budgeting and decision making needs to be balanced with campus program priorities and productivity objectives.

The University should reconsider its decision to expand programs in business education and technology education and reevaluate the viability of these programs. The University should consider seeking approval for a separate degree program in early childhood education.

Governors State University

Campus Priorities

The P•Q•P process at Governors State University is aligned and integrated with the University's strategic planning process. The University identified four priorities for fiscal year 1997 that serve as the basis for the development and implementation of the strategic plan. These are to make higher education accessible to underserved students, integrate cultural diversity into university life, expand availability of informational technologies, and expand service to the region. As part of the University's overall plan, each unit developed operating plans that provide the strategies for accomplishing University goals. Each unit reduced its nonpersonnel budget by five percent so that reallocations could be made to university-wide priorities.

During fiscal year 1995, a total of \$714,500 was reallocated from academic and administrative functions to technology improvements and undergraduate education. In the area of statewide priorities, the University established a Center for Quality and Assessment to coordinate faculty development workshops, enhanced information systems and technology in several areas, and continued initiatives in student assessment, minority retention, and timely degree completion.

Productivity of Instructional Programs

Governors State University has one teacher preparation degree program--the B.A. in Elementary Education with an option in early childhood education--and three certification options in secondary teaching. Because the demand for early childhood educators currently exceeds supply and early childhood teacher preparation has developed into a distinct field, the University should consider seeking approval for a separate early childhood education degree program.

The University submitted review summaries for the B.A. and M.A. in English. In fall 1994, the baccalaureate program enrolled 89 students and the master's program enrolled 67 students, representing increases of 61 percent and 116 percent, respectively, since fall 1990. Most of the students in both programs are seeking teacher certification or, at the M.A. level, are already teachers who are seeking to enhance their skills. The department enhanced programming in cultural diversity and expanded Internet access.

Although the University reported recent improvements and activities in each of the three reviewed programs, it did not indicate any plans of action as a result of the review findings. Further, the University did not directly address the statewide issues identified for teacher preparation and English programs in the July 1994 report, *Public University Program Review: Statewide Analyses*. The University should expand use of appropriate benchmarks and other comparative data in its program reviews.

Research and Public Service

Although the May 1995 *Update on Expenditure Trends in Illinois Higher Education* identified research and public service as areas with moderate to high potential for productivity savings, no productivity improvements or reallocations were reported for fiscal year 1995.

Academic Quality and Productivity

The University has improved academic productivity through initiatives in faculty roles, technology, reorganization, assessment, and schedule changes. The University offered several faculty development workshops through the Center for Quality and Assessment, faculty positions were added to several high demand programs, and student credit hours increased in three of four colleges. The University continued to offer a variety of telecourses and expanded the use of technology to support teaching and learning. During fiscal year 1995, the University completed the reorganization of college divisions--reducing the number from 13 to eight. Four division chairs returned to full-time teaching, and additional savings in administrative salaries were redirected to undergraduate education. Further, the University continued to develop a three-year course schedule to help students plan their schedule around family and employment demands, thus quickening time to degree. A Student Outcomes Assessment program, due to be completed in June 1996, will also help to shorten time to degree.

Administrative Productivity

In fiscal year 1995, the University reallocated over \$400,000 to higher priorities through productivity improvements in administrative functions. To implement the conversion from a shared mainframe computing platform to a campus-based system, the University reallocated nearly \$350,000 from data processing budgets to cover hardware, personnel, training, and other costs associated with the conversion. Once the conversion is completed, savings of over \$500,000 in data processing charges can be realized. The University also reallocated funds from vacant positions in the Registrar's Office to fund admissions counselor positions. A Foundation subcommittee was also organized to evaluate proposals by various campus units for enhancing productivity.

The Board of Higher Education benchmarking analyses for fiscal years 1992 and 1994 indicated high potential for productivity savings in numerous administrative and support subfunctions, including library services, management, public relations, operations, maintenance, and contractual services. While the University's fiscal year 1995 actions began to address some of these areas, many were not. Governors State University should more closely examine the areas with high potential for productivity improvements.

Conclusions and Recommendations

Governors State University has effectively linked the P•Q•P process to its planning process and institutional priorities. It has developed strategies for "prioritizing, reviewing, and evaluating academic and administrative functions and spending." The University focused efforts in 1994-95 on improving academic quality and productivity across the institution. The University needs to examine administrative areas identified as having high potential for productivity improvements. The University should also consider establishing a separate degree program in early childhood education in order to more appropriately serve students in this field and to meet the high demand for teachers in the Chicago area.

Illinois State University

Campus Priorities

The P•Q•P process at Illinois State University is aligned and integrated with the University's strategic plan initiated in 1988. The seven goals of the strategic plan address undergraduate education, graduate education in selected areas, diversity, intellectual environment, a sense of university community, cultural and public service programs, and advancement activities.

In its 1996 priority statement, the University identified priority activities and actions to implement each of its strategic goals. Reallocations identified in the University's P•Q•P report are presented within this planning context. This past year the University reallocated a total of \$2.6 million to high priority activities. Over the past three years, the University has reallocated a total of \$6.7 million as part of P•Q•P. Major areas of reinvestment in fiscal year 1995 include undergraduate education (\$1.5 million), faculty salary competitiveness (\$687,000), and library support (\$259,000).

Productivity of Instructional Programs

In fiscal year 1995, the University recommended and the Board of Regents approved the elimination of eight academic programs. These eight programs were part of 19 academic programs the University recommended for further review and possible elimination in last year's P•Q•P report. The University eliminated a music history and literature sequence in the Bachelor of Music and a musicology sequence in the Master of Music. The other program actions taken, as well as all the other recommended program eliminations, only affect rarely-used degrees in fields in which another degree already exists. For instance, the University eliminated the B.A. in Biological Sciences and Geology but retained the B.S. in these disciplines. No savings have resulted from these program actions.

The University generated substantial resources for reinvestment by temporarily holding open some vacant faculty positions to allocate associated resources to other needs. The University has proposed the institutionalization of this approach as part of an Academic Impact Fund that also would involve central review and allocation of tenure and tenure-track faculty positions and position reallocation with a closer connection between budget and planning processes. This proposal, scheduled to receive final review and approval in fall 1995, is intended to generate funds that would be used to achieve an impact in the academic affairs division. As drafted, the fund establishes priorities and parameters for academic and budgetary decisions. For instance, while many positions

will be held open, under these guidelines the University would fill positions when the number of classes would be reduced or reliance on non tenure-track faculty increased. The guidelines also specify that reallocations would not eliminate faculty positions from the University base, although positions may be reallocated among units. The Academic Impact Fund guidelines also encourage, through incentive funding, efforts to recruit and retain minority faculty members.

In fiscal year 1994, the University instituted a process to identify its highest priority instructional programs. A University Academic Enhancement Committee reviewed a total of 66 instructional programs, designating 17 programs as being of the highest quality. This past year, these high priority programs were asked to review their needs and to submit proposals to further develop their areas of excellence. These proposals, along with proposals from other units, are being reviewed and in fiscal year 1996 a resource allocation plan will be announced which will serve as a vehicle for reinvesting in high priority academic activities at the University.

Illinois State University submitted reviews of eight baccalaureate teacher preparation programs and the teacher certification sequence in the B.A. in English. Occupational supply and demand data indicate that most graduates are finding employment as elementary, middle, and high school teachers. However, in those programs that have a sizeable number of students that are not finding jobs, or where many jobs exist only outside the region, the reviews often do not consider whether patterns of statewide occupational demand should have implications for the size or the curricular content of programs. For instance, the University should consider whether establishing more student teaching opportunities in Chicago and placing greater curricular emphasis upon urban practice would improve the rate of successful placement of the baccalaureate music education and elementary education graduates. If such curricular changes are not made, the University should consider enrollment reductions in these programs.

The University reviewed undergraduate and graduate programs in English, speech communications, and mathematics. The reviews of all programs followed the RAMP guidelines, and many of the program reviews described ways in which the University has sought to enhance undergraduate education. The bachelor's program in English, for instance, reported establishing a "content-based assessment program" by instituting a comprehensive statement of goals, a portfolio program, and a capstone seminar.

Successful placement of graduates in appropriate employment positions is a concern in some programs. In graduate programs in English, the University has given insufficient attention to the issue of occupational demand. In recent years, there has been a severe imbalance nationally between the number of English doctoral degree recipients and the number of openings in English at colleges and universities. Despite this oversupply, the University expanded enrollment in its master's programs from 57 students to 96 students and in its doctoral program from 50 to 62 students from 1990 to 1994. While the University presented some information that students receiving graduate degrees in English have obtained positions in their field, the national overproduction of graduates in English indicates that future placement is problematic. The University is asked to review the D.A. in English and develop a plan for improving quality within existing resources, while maintaining its curricular focus, and for reducing enrollments in light of changing occupational demand. It should also consider merging its two master's programs in English, giving greater emphasis to areas such as composition that have stronger occupational demand.

Research and Public Service

The May 1995 *Update on Expenditure Trends in Illinois Higher Education* indicated that the University had a moderate to high potential for productivity savings in public service, based on the fiscal year 1992 and 1994 benchmarks for public universities. During fiscal year 1995, the University merged the Center for the Study of Educational Finance and the Center for Higher Education, leaving six separately organized research and public service units. The University's administrative assessment

of the remaining units concluded no further modifications or eliminations were warranted in fiscal year 1995. No cost savings were realized from this merger.

Academic Quality and Productivity

In the past year, the University undertook a number of initiatives to respond to statewide priorities. The University implemented the pilot phase of a new general education core program. The University also established CONNECTIONS, a program for first-time freshmen that groups students into learning communities assigning them the same course sections and academic advising team. In order to improve retention and undergraduate student achievement, the University established the University College to plan, coordinate, and deliver orientation, advising, and academic support services to new students and undeclared majors. This new unit will reconfigure existing positions and resources and prevent the duplication of student services. The University also convened a Distance Learning Advisory Committee to more closely identify the contribution of distance learning to the University mission and to develop programmatic and funding priorities. The University created an Associate Vice President position to coordinate the acquisition, development, training, use, and evaluation of instructional technology.

The University's P•Q•P report presents considerable information on faculty and instructional staff. The University initiated a pilot project to improve the information collected about faculty and is establishing an on-line productivity database with information about individual teaching loads, course enrollments, and assessments. The University also reviewed and revised faculty evaluation processes and criteria including those used in promotion, tenure, and salary decisions. The University Senate Faculty Affairs Committee and Academic Affairs Committee made extensive recommendations concerning the instructional role and effectiveness of faculty. These recommendations would establish a faculty teaching and learning center, institute flexible formats for sabbatical leaves, and implement various programs to support faculty instructional development. The University will make decisions about these recommendations in the coming year.

Administrative Productivity

The May 1995 *Update on Expenditure Trends in Illinois Higher Education* indicated that the University has a high potential for productivity savings in the areas of public relations/development, equipment, and travel. These and other areas were addressed by the University this past year, with over \$1.0 million dollars reallocated from administrative and support functions. Nearly \$400,000 of the total came from the reduction or elimination of positions and the reduction of equipment and parts purchases in business and finance. Positions were eliminated or reduced in Institutional Advancement, the Provost's Office, and Student Affairs. Reductions were reported in contractual services, postage, travel, and commodities. The University also established a travel management program to ensure lower air fares and to compile travel information for evaluation and assessment. Additionally, during fiscal year 1995, the University reported reallocations of over \$300,000 from intercollegiate athletics resulting from the assignment of 10 positions from appropriated funds to student fees.

Conclusions and Recommendations

In fiscal year 1995, Illinois State University reallocated a total of \$2.6 million to undergraduate education, faculty salaries, and library operations. The University made improvements in its academic productivity and quality as a result of initiatives in undergraduate education, student services, telecommunications, and instruction. The University also generated considerable resources for reinvestment by not filling or temporarily holding open some vacant positions. The University is considering a new Academic Impact Fund that will institutionalize this practice and establish other criteria for academic and budgetary decisions. While position control generated funding for reallocation, the University did not make the major academic decisions that would significantly

strengthen areas of excellence. The University will make its decisions about project allocations in the coming year.

In order to achieve additional productivity savings and to ameliorate excess statewide capacity, it is recommended that the University consider merging its master's programs in English and give greater emphasis at this level to areas such as composition which have stronger occupational demand. The University is also asked to review the D.A. in English and develop a plan for reducing enrollments and improving quality within existing resources, while retaining its curricular focus. The University is asked to submit the plan to the Board of Higher Education by May 1, 1996. With external consultants, the Board staff will review the plan, and any further recommendations regarding the D.A. in English will be reported to the Board in November 1996.

Northeastern Illinois University

Campus Priorities

The University identified five priorities during 1994-95: to strengthen student admissions, retention rates, graduation rates, and placement outcomes; develop an integrated budget, planning, and evaluation process; upgrade instructional technology for faculty and students; secure resources that will improve the working conditions for faculty; and establish collaborations with other institutions. Progress was made in addressing four of these priorities. Although University priorities are reflected in its program review, undergraduate education review, and productivity reports, evidence of an integrated planning, budgeting, and evaluation process is lacking. In spring 1995, the University completed its electronic infrastructure, which should improve administrative functions and serve as a basis for moving ahead with plans for an integrated planning process. In addition to its own priorities, the University addressed statewide priorities in faculty roles and responsibilities and technology.

The University reported approximately \$1.9 million in productivity improvements in its 1995 Productivity Report. Funds were made available for reinvestment through the use of interns rather than professionals in the counseling office, reorganization of the College of Education, increased grant activity, reorganization of the library, and utilities improvements. These dollars were reinvested in undergraduate education, salary competitiveness, and technology enhancements. About 23 percent of the reported amount was associated with priority decisions, while the remainder was derived from better management practices and increased efficiency.

Productivity of Instructional Programs

Northeastern Illinois University reviewed six teacher preparation programs, seven options in the secondary teaching program, and a program in Human Resource Development. Recent improvements included the development of more rigorous admission requirements, better advising, enhanced partnerships with area schools, and implementation of team-based learning and other innovative teaching/learning methods. Additionally, within the elementary education program, ways to reduce administrative costs are being sought. Concerns about the bilingual-bicultural education program were identified. Enrollment in this program declined by 30 percent between fall 1990 and fall 1994. Only half of the graduates since July 1990 passed the basic skills teacher certification test compared to a 90 percent pass rate for all Northeastern Illinois University education students. Considering the strong demand for bilingual teachers, the University needs to invest resources and implement immediately a plan to improve the quality and effectiveness of this program.

Northeastern Illinois University reviewed undergraduate and graduate programs in English and speech. The baccalaureate program in English experienced small enrollment declines in recent years. The University believes this trend will improve with the addition of a new track in composition/writing. The review of speech programs revealed that only 58 percent of graduates from 1989 through 1991 held positions related to their degree. Considering that a major in speech lends itself to many

occupations, this percentage seems low. The University plans to improve career advising and internship opportunities. Enrollment in the M.A. in Speech program ranged from 13 to 22 during the last five years. However, the program comprises five disparate specializations including, for example, organizational communications and theater arts. The University should examine this program to determine if high quality, advanced coursework can be sustained with the level of enrollment. Consideration should be given to reducing the scope of this program.

The University's review of the B.A. and the M.S./M.A. in Mathematics raised concerns about the quality of the programs. At the baccalaureate level, 70 percent of recent graduates were satisfied with some aspect of the program. The University needs to investigate the reasons for a 30 percent dissatisfaction rate. To improve quality, undergraduate faculty implemented teaching innovations, such as collaborative learning, team projects, and student presentations. At the master's level, the University hired four tenure-track faculty since 1992 and enhanced access to computing equipment.

Research and Public Service

Although the Board of Higher Education identified research as an area with high potential for productivity savings, no productivity improvements were reported. In public service, the University changed the source of funding for three staff positions in the Chicago Teacher's Center from state-appropriated to nonstate funds.

Academic Quality and Productivity

The University reported that it reorganized the College of Education, improved circulation services in the library, implemented a new computer literacy requirement for students, and trained faculty in the use of instructional technology. The University continued to review course schedules to ensure that students can complete course requirements in a timely manner.

Addressing faculty roles and responsibilities, the University reported that it emphasizes teaching during the hiring of tenure-track faculty members. Faculty rewards and evaluation procedures also emphasize teaching. Intervention strategies are in place for faculty members who have poor student evaluations and high class dropouts. Faculty received training in the use of multimedia including distance learning classrooms. Additionally, recently installed computer cabling will eventually provide all faculty members with a full array of on-line communications. In other technology initiatives, a second teleconferencing site was established at the Center for Inner City Studies.

Administrative Productivity

The University reported nearly \$120,000 in productivity improvements in administration for fiscal year 1995, with an additional \$100,000 expected in fiscal year 1996. Over one-third of the fiscal year 1995 savings were realized through the reorganization of the College of Education. Reallocations totaling \$40,000 for administrative costs were realized through the consolidation of seven academic departments into three divisions. An additional \$69,200 is expected to be realized in fiscal year 1996 from the reduction of part-time and visiting lecturers. The University also was able to extend the operating hours of the Student Counseling Office through the elimination of one full-time counselor and the creation of two doctoral-level internships. In January 1995, the University activated a utility cogeneration system to provide back up capability and eliminate down time. This resulted in a fiscal year 1995 savings of \$50,000, with greater savings expected in the future.

The Board's fiscal year 1994 benchmarking analysis showed that the University has high potential for productivity improvements in a number of additional administrative subfunctions, including admissions, registration, and records; financial aid administration; executive management; financial management; custodial; and security and fire protection. These areas should receive increased examination in fiscal year 1996. The University initiated a comprehensive review of

intercollegiate athletics and will engage the campus community in a thorough examination of existing activities in light of the campus' mission and student clientele.

Conclusions and Recommendations

Northeastern Illinois University is encouraged to pursue its plan to develop an integrated planning, budgeting, and evaluation process--a process that would aid P•Q•P decisions and assist in achieving priorities. The University should also examine potential areas of productivity improvements as identified in the May 1995 benchmark analysis, *Update on Expenditure Trends in Illinois Higher Education*. Within other priority areas, the University took many steps toward fulfilling goals to enhance undergraduate education, to improve access to technology, and to increase faculty salaries.

The University needs to address quality concerns in the B.A. in Bilingual-Bicultural Education--a program with high occupational demand--and in the M.A. in Speech.

Northern Illinois University

Campus Priorities

Northern Illinois University identified five priorities to assist future budget development and program approval: meeting needs of undergraduate, graduate, and professional education; increasing the participation and achievement of students and faculty from underrepresented groups; improving the campus educational and work environment; serving regional academic needs; and maintaining and improving the campus infrastructure.

The University reallocated a total of \$3.7 million in fiscal year 1995 under its P•Q•P initiative. An amount totaling \$763,600 was reallocated based upon productivity decisions made in prior years. The remaining \$2.9 million reallocation reflected decisions made this past year, with funding shifts about equally affecting academic and administrative activities. The University reallocated \$3.1 million of the \$3.7 million for three purposes: undergraduate education (\$1.3 million), salary competitiveness (\$1.1 million), and technology (\$684,900). Additional activities receiving reallocated funds included library support, cost increases/equipment, operation of new buildings, minority student achievement, and other academic and student support activities.

Productivity of Instructional Programs

The University continued to examine its program priorities during the past year. The University eliminated the Ed.D. in Special Education, a program that the Board of Higher Education advised be eliminated in 1993. In the future, the University will offer doctoral courses in special education within the Ed.D. in Educational Psychology. The University also eliminated three emphases in the B.S.Ed and B.S. in Physical Education. The remaining three emphases within this program were strengthened. The University eliminated the M.S. in Sociology, while retaining the M.A. degree in this field, and eliminated the emphasis in French Studies in the B.A. in French. No savings are associated with these program actions. In addition, the University realized \$326,200 in fiscal year 1995 from program changes that were initiated in previous years.

Northern Illinois University submitted reviews of five baccalaureate teacher preparation programs. The University reviewed each program using the criteria included in the new RAMP guidelines--student demand, occupational demand, centrality, breadth, success of graduates, costs, quality, and productivity. The University's reviews did not clearly delineate findings and conclusions or actions that resulted from the program review process. While salient program characteristics were presented for most programs, in some cases, standards or benchmarks were not incorporated and a meaningful judgment of program performance and quality could not be made. Occupational supply and demand data indicate that the University is a major supplier of teachers in Illinois, especially in

the northern part of the state. Projected employment growth in some fields, such as special education and early childhood studies, is strong. To balance the number of graduates with employment opportunities, the University reduced enrollment in its elementary education program from 666 students in 1990 to 440 students in 1994.

The University reviewed nine undergraduate and graduate programs in English, speech communication, and mathematics. Student demand for these programs, particularly at the undergraduate level, is very strong. The University has given insufficient attention in its doctoral reviews to issues of occupational demand and program quality that have been raised by various national studies for more than a decade. Especially in the field of English, there has been a severe imbalance in recent years between the number of individuals seeking college-level teaching jobs and the number of English positions available. Despite this oversupply, the University expanded enrollment in its doctoral program from 49 students in 1988 to 79 students in 1994. The University's review does not address the difficulty that graduate students in this field are now experiencing, irrespective of past placement success. The University is asked to review the Ph.D. in English and Ph.D. in Mathematical Sciences and develop plans for improving their quality within existing resources, focusing on the curricular strengths and unique contributions of each program, and for reducing enrollments in the Ph.D. in English in keeping with occupational demand. The University is asked to submit the plans to the Board of Higher Education by May 1, 1996. With external consultants, the Board staff will review these plans, and any further recommendations regarding these programs will be reported to the Board in November 1996.

Research and Public Service

In fiscal year 1994, the University reviewed its public service activities, resulting in the elimination of two Chicago-based public service units. The elimination of a community services office and the Office of Applied Innovations yielded a savings of nearly \$141,000 to be reallocated to higher priorities during fiscal year 1995. Also during fiscal year 1994, the University restructured the Small Business Development Center in the College of Business, making \$40,000 available for reallocation in fiscal year 1995.

The Board of Higher Education's fiscal year 1992 benchmarking analysis indicated the University had a high potential for productivity savings in the areas of departmental and organized research. The May 1995 *Update on Expenditure Trends in Illinois Higher Education* still showed moderate potential for savings in research, based on fiscal year 1994 expenditures. The University should continue to examine this area during fiscal year 1996.

Academic Quality and Productivity

The University secured funding for reallocation within academic affairs by assigning targets to each college and major organization unit. A total of \$898,200 was reallocated through this process. Instructional colleges generated additional funding of \$514,300 by examining faculty and staff assignments and college and department functions. Major sources of reallocation included departmental research (\$230,900), general administration (\$170,800), departmental administration (\$170,800), and public service (\$41,800).

A major P•Q•P effort addressed faculty workload. A substantial portion of the reallocations made by instructional colleges "involved a reassignment of faculty time from other activities, especially departmental research, public service, and administration, to undergraduate instruction. In many departments and colleges, faculty members have added another course section to their annual teaching assignment. Some departments have re-examined class sizes and, where feasible, added students to sections."

In a related initiative, Northern Illinois University reduced the amount of faculty and staff time devoted to committee work. After a comprehensive review by a special task force, the University eliminated seven committees and reduced or restructured 33 other committees. When this process is complete, the University anticipates that the total number of committee seats will be reduced by 250 to 275, and time spent on committee work could decline by as many as 20,000 hours annually.

The topic of faculty roles and responsibilities received special attention this past year, with initiatives undertaken involving instructional development, undergraduate advising, faculty mentoring, and mechanisms for evaluating and rewarding faculty. The University reported increased use of differentiated faculty assignments among instruction, research, and public service as one way of better recognizing diverse faculty talents and interests, as well as supporting faculty contributions to the campus mission.

Administrative Productivity

During fiscal year 1995, the University instituted planned P•Q•P reductions across all nonacademic divisions to increase operating efficiencies. Additionally, the University realized nearly \$300,000 in fiscal year 1995 savings through the implementation of early retirement incentives.

The May 1995 benchmarking analysis indicated the University still has moderate to high potential for productivity savings in several administrative and support subfunctions, including executive management, superintendence and custodial, student health/medical services, and equipment, travel, and commodities expenditures. No specific review of these areas was reported in fiscal year 1995. The University reported productivity savings totaling \$796,500 in fiscal year 1995 from the third year of a planned reduction in appropriated funding for intercollegiate athletics, although student fees were raised to replace budget reductions.

Conclusions and Recommendations

Northern Illinois University reallocated \$3.7 million in fiscal year 1995 under P•Q•P, with most funding directed toward undergraduate education, salary enhancements, and technology. Academic program decisions included the elimination of the Ed.D. in Special Education, which was integrated into the Ed.D. in Educational Psychology, and elimination of three emphases in the B.S.Ed. and B.S. in Physical Education. These changes did not generate funds for reallocation. The University's detailed examination of faculty and staff assignments and college and department functions resulted in significant reallocation from general administration, departmental research, and departmental administration. In a unique initiative that other institutions may wish to consider, the University established a Task Force on Committee Structure to examine the nature and amount of faculty and staff time devoted to committee work. When recommendations and actions are fully implemented, the University anticipates that it will have a streamlined and more effective committee structure, while reducing the time spent on committee work by as many as 20,000 hours annually. While funds were reallocated from administrative activities, the 1995 benchmark analysis indicates several areas retain strong potential for productivity savings.

It is recommended that the University review the Ph.D. in English and the Ph.D. in Mathematical Sciences and develop plans for improving their quality within existing resources, focusing on the curricular strengths and unique contributions of each program, and for reducing enrollments in English in keeping with occupational demand. The University is asked to submit the plans to the Board of Higher Education by May 1, 1996. With external consultants, the Board staff will review these plans, and any further recommendations about these programs will be reported to the Board in November 1996.

Western Illinois University

Campus Priorities

Western Illinois University's priority decisions in fiscal year 1995 produced a total savings of approximately \$1.1 million that were reinvested in five major planning areas: quality undergraduate and graduate education; laboratory, computer, and telecommunications technology; justice, equity, and diversity initiatives; maintenance and improvement of the University's infrastructure; and continuing education and off-campus programs and activities. In particular, the University plans to focus resources on implementation of its new general education curriculum and assessment program; seek approval for two new master's degree programs, fund development of the University's Writing Program; encourage faculty development workshops to strengthen instruction and clarify faculty roles and responsibilities; and strengthen instruction through technology upgrades and specific infrastructure improvements.

Productivity of Instructional Programs

The University reinvested \$414,600 from the elimination of the B.S. in Industrial Education, the B.B. in Transportation and Physical Distribution, and five options. Faculty resources in these programs were reinvested in fiscal year 1995 to high priority programs.

At Western Illinois University, teacher preparation is an integral part of the campus mission and reflects the University's beginnings as a state normal school. The University's program reviews and 1995 P•Q•P Report reflect the institution's commitment to integrate technology into teacher education and to promote diversity. The University also reviewed the Rock Island Regional Undergraduate Center, established in 1987 in cooperation with Black Hawk College, to provide degree, service, and outreach programs in the underserved Quad-Cities area.

The University submitted review summaries for all undergraduate programs in education, including baccalaureate programs in bilingual/bicultural education, special education, elementary education, and physical education. The statewide issues identified in the July 1994 *Public University Program Review: Statewide Analyses* were addressed. The University also offers, but did not review, the sequence of courses necessary for secondary teacher certification in 17 academic majors. In its review of the B.S.Ed. in Bilingual/Bicultural Education and the B.S.Ed. in Special Education, the University reported that enrollments had increased over the past five years and should be maintained.

The University made substantial progress in addressing several statewide recommendations to provide teacher preparation students with opportunities to train in model schools and to teach students with different learning styles, abilities, and backgrounds. In elementary education, the development of the Springfield/Western Illinois University Professional School Partnership allows students to teach in urban, multicultural, computerized settings and includes community experience in social service agencies and youth programs.

Review summaries were submitted for both the baccalaureate and master's degree programs in English and mathematics. The University addressed statewide issues in English and mathematics as part of a discussion of the University's new general education requirements, which include completion of two composition courses, six semester hours of writing-intensive courses, and passing the University Writing Examination. The University has adopted more rigorous admission requirements for the M.A. in English which has led to reduced enrollment. The University also has responded to the course scheduling preference of commuter students in order to encourage more timely degree completion. In mathematics, baccalaureate and master's degree enrollments and graduations have decreased over the past five years, while occupational demand is reported to be stable for graduates. The Department of Mathematics recently implemented portfolio assessment for student evaluation and for instructional planning purposes. To strengthen the teaching of beginning mathematics

courses, department faculty established seven learning goals for mathematics majors and reduced the number of large lecture classes.

Research and Public Service

The *Update on Expenditure Trends in Illinois Higher Education* (May 1995) indicated that the University had a moderate potential for productivity savings in research. The University reported reductions in salaries supported with state funds, resulting in a lower ratio of nonstate to state resources invested in research. During fiscal year 1995, the University eliminated the Institute for Regional and Community Studies and reduced state-appropriated support of the *Journal of Developing Areas* and the Center for Management and Professional Development, resulting in \$43,100 available for reinvestment in higher priorities. In addition, the University reported reductions in state support for staff salaries in the Office of Sponsored Projects, further reducing the ratio of nonstate to state resources for research. The University plans to reduce state-appropriated funding for research positions during fiscal year 1996.

Academic Quality and Productivity

The University reorganized the master's program in gerontology, consolidated academic advising services, and eliminated the Semester Abroad in London program, resulting in \$84,100 made available for reallocation to higher priorities. The University's review of faculty roles and responsibilities focused on faculty development, expanding initiatives in the area of technology, and providing support for faculty teaching writing-intensive courses.

Administrative Productivity

In fiscal year 1995, the University implemented its decision to restructure its academic college organization from six colleges to four, making available savings of \$305,600 for reallocation. Savings totaling \$135,000 were also realized from position eliminations and expenditure reductions in the Offices of the Vice President for Advancement and Public Services and the Vice President for Student Services. Further reductions in the Office of the President and the Office of the Vice President for Administrative Services should yield over \$110,000 in productivity savings during fiscal year 1996. Appropriated support for Intercollegiate Athletics was also reduced by \$28,800.

The *Update on Expenditure Trends in Illinois Higher Education* (May 1995) showed that the University had a high potential for productivity savings in a number of administrative and support areas. During fiscal year 1995, the University carefully examined each unit identified as having high or moderate potential for productivity savings. As a result of this and earlier initiatives, the University reported the elimination of two offices and the merger of two others in student services administration. Other areas examined included student health/medical services, superintendence, custodial, and security and fire protection. Following this examination, the University reported no additional action was required.

Conclusions and Recommendations

Western Illinois University's priorities are evident in the reallocation decisions reported in its 1995 P•Q•P Report. The University also addressed the statewide issues in teacher education, English, and mathematics in individual program review. Since the demand for elementary bilingual/bicultural, early childhood, and special education teachers currently exceeds supply, the University should reconsider its decision to maintain current enrollment in the B.S.Ed. in Bilingual/Bicultural Education and in Special Education and consider, instead, increasing enrollments. The University also should consider seeking approval for a separate baccalaureate program in early childhood education.

Southern Illinois University

The Board of Trustees of Southern Illinois University responded fully to the Board of Higher Education's request for governing boards to describe their decision-making processes. In *Report on Integration of P•Q•P into Decision-Making Processes*, the University discussed the application of guidelines and provided suggestions for improvement and also addressed the recommendations of the Committee to Study Affordability. In all matters related to P•Q•P, the Board of Trustees has directed that a Joint Committee of the Academic Matters and Finance committees meet to consider draft and final reports prior to action by the Board and submission to the Board of Higher Education.

In a comprehensive review of the Board of Higher Education's *Guidelines for Improving Productivity in Illinois Higher Education*, the Board of Trustees stated that the *Guidelines* have been incorporated into strategic planning and budget development processes for both campuses. The review of the *Guidelines* resulted in several suggestions for modification or improvement. Of greatest concern was the application of averages to unique and diverse institutions. Many of the suggestions can serve as useful points of discussion for additional "good practices" that might be included in an institution's priorities and productivity analysis. Finally, the Board of Trustees responded to the Board of Higher Education's policies on affordability, reporting that each campus has established a multi-year tuition and fee increase plan and publicizes college costs a year in advance.

Southern Illinois University at Carbondale

Campus Priorities

Southern Illinois University at Carbondale listed five priorities for the coming year: improving undergraduate retention and graduation rates, strengthening undergraduate education, enhancing graduate education and research, amplifying minority participation, and promoting service to the region. These priorities are reflected in the campus' program review, new program requests, review of the teaching and learning environment, and plans to develop measurable goals for retention, graduation, and time-to-degree. Further, the University plans to support library acquisitions and technology and to shift state resources from graduate to undergraduate instruction, as well as to continue efforts to increase the number of minority faculty and students, expand the regional telecommunications system, implement the comprehensive health services and health professions education plan for southern Illinois, and prioritize graduate programming.

In its 1995 Productivity Report, Southern Illinois University at Carbondale reported productivity improvements for fiscal year 1995 of almost \$8 million on the Carbondale campus and \$428,000 at the School of Medicine in Springfield. Resources made available from these productivity improvements are being reinvested in the priorities identified above. The School of Medicine will use reallocations to address salaries and program enhancements.

Productivity of Instructional Programs

The University reported \$617,200 from Carbondale and \$140,000 from the School of Medicine in instructional productivity improvements from elimination of the Ph.D. in Education (Physical Education), reorganization and eliminations within the College of Technical Careers, and consolidation, elimination, or restructuring of programs within other colleges. Prior program eliminations and mergers in the College of Liberal Arts also provided funds in fiscal year 1995.

The University plans to eliminate the College of Technical Careers and establish a new College of Applied Sciences and Arts. Five existing baccalaureate programs will be retained and eight new bachelor's degree programs are proposed. Five associate degrees and the B.S. in Consumer Economics and Family Management have already been eliminated, and most of the remaining associate degrees are scheduled for elimination as new programs are introduced.

The University comprehensively reviewed all of its teacher education programs, including baccalaureate programs in early childhood, elementary education, workforce education and development, health education, special education, and 15 teacher education programs in the major for secondary education, addressing statewide issues for teacher preparation. The University implemented an enrollment management plan in fiscal year 1993 for teacher preparation programs based on available faculty at the University and in the school districts for supervising student teachers, as well as considered occupational information. Consequently, enrollments in elementary education, history, and social studies were reduced, and additional resources for expansion are planned in agriculture, biological sciences, art, music, Spanish, English, early childhood, and physical education. Consistent with statewide teacher supply and demand trends, the University has eliminated six secondary certification options since 1987, and the teacher education program in chemistry is to be eliminated next year. However, the University did not address the low enrollments in political science and zoology certification programs.

In its response to statewide issues in teacher preparation, the University discussed its early outreach programs, support services, and climate for enrolling and graduating minority students. Plans were reported to review its Minority Recruitment and Retention Plan regularly, implementing additional programs and efforts to recruit minority students and faculty. In addition, the University discussed the partnership between the College and local school districts at 12 Professional Education Centers.

The University also reviewed degree programs at all levels in English, mathematics, and speech communications. Undergraduate enrollments in English increased 31 percent over the past five years, while graduate enrollments and degrees granted also increased at rates above the state average. Although the English Department stated that "its program is more effective and efficient" due to higher quality faculty and students, it did not address the more recent statewide and national issues of declining opportunities for graduates and national ratings of program quality. The University is asked to review the Ph.D. in English and develop a plan for improving its quality, focusing on its curricular strengths and unique contributions in this field, and for reducing enrollments in keeping with changes in occupational demand for graduates.

The Mathematics Department responded to changes in teacher preparation standards by requiring students to take a course in probability and statistics. The Department has also implemented a mathematics placement process for courses, upgraded courses and restricted class size, and continued the policy that no teaching assistants teach general education courses. The Department is working to increase student success in mathematics through a variety of mechanisms, recognizing that the Department provides courses for every academic program on campus.

In the Ph.D. in Mathematics, low enrollment, low completion rates, high costs, and relatively low ratings for quality and effectiveness raise concerns about the viability of the program. The University is asked to review the Ph.D. in Mathematics and develop a plan for improving its quality within existing resources and better focusing on its curricular strengths and unique contributions in this field.

The Department of Speech Communications reported high occupational demand for all levels of graduates in the field, with the exception of high school speech teachers, contrary to the statewide findings. The secondary teaching certificate option in speech is being eliminated, with resources directed to teaching in areas of greater demand. The Department has narrowed its focus to areas of greatest student demand, assessing faculty and budgetary resources.

Research and Public Service

The Board of Higher Education's May 1995 benchmark analysis showed that the University had a moderate potential for productivity savings in research and public service. In fiscal year 1995, the University reduced faculty positions in the University's Clinical Center and research positions in the

College of Agriculture's Animal Science Division. With the elimination of the Applied Research Center in fiscal year 1994, these changes resulted in a reinvestment of \$22,700 to higher priorities. The School of Medicine reported no productivity improvements in research or public service for fiscal year 1995.

Academic Quality and Productivity

To examine the roles and responsibilities of faculty, Southern Illinois University at Carbondale established a committee of representatives from each college and school (except the School of Medicine) to describe a typology of faculty activities. The Committee drafted a report on how the University reward system might be changed to reflect faculty productivity. In 1995-96, the University will consider assignment of faculty time to the University's priorities in undergraduate education, especially better advising, tutoring, mentoring and retention, and success of students. In addition, the relationship between departments and colleges will be reconsidered, and faculty will be evaluated individually. As a result of this review process, the University plans to develop a merit and promotion system that recognizes the wider range of faculty roles.

In fiscal years 1994 and 1995, the University modified staffing patterns to reassign faculty positions to areas of higher priority. This restructuring of assignments and elimination of positions resulted in approximately \$441,000 in academic productivity improvements. Southern Illinois University at Carbondale provided a comprehensive review of its off-campus activity in both its fiscal year 1997 Resource and Allocation Management Plan, as well as a summary in its 1995 P•Q•P Report.

Administrative Productivity

In fiscal year 1995, productivity improvements resulted from reducing positions and reallocating positions from one area to another. About \$5.9 million were made available representing the majority of the total \$6.9 million of reallocations in administrative functions. These reallocations involved reductions in the College of Technical Careers and the office of the Vice President for Administration, reductions and reallocations in institution-wide management, and changes in the bidding and administration of the health services program. Changes were made in many areas identified as having potential for productivity savings--library services, student health services, and student services administration. The University did not address other benchmarks identified with moderate or high potential for savings--financial aid administration, executive management, public relations and development, custodial, security and fire protection, contractual services, equipment, travel, and commodities.

The School of Medicine reported the full recovery of costs incurred by service units allowing reinvestment of an additional \$288,000 from administrative sources. The School further reported that those service positions for which cost exceeds demand will be considered for elimination in the future.

In response to the Board of Higher Education's recommendation to eliminate state funding of intercollegiate athletics, the University reported continuing plans to reduce state funding by 50 percent of its current level. That reduction will be replaced by a \$15 per semester increase in student athletic fees in fiscal years 1996 and 1997.

Conclusions and Recommendations

The University provided a comprehensive P•Q•P report that addressed priorities and responded to the majority of the Board of Higher Education's 1994 recommendations. In addition, the University reviewed its off-campus programming for additional sources of productivity improvement. Taking steps to clarify its priorities in undergraduate education, the University developed a plan to reallocate \$3 million from graduate to undergraduate education and is focusing efforts on improving retention and graduation rates.

The University conducted an extensive review of teacher education and addressed statewide issues within these reviews. At the graduate level, program reviews of English, speech communications, and mathematics reported expanding or stable enrollments and noted the need for teaching assistants for general education courses. The University is asked to review the Ph.D. in English and the Ph.D. in Mathematics and develop plans to improve quality within existing resources, focusing on curricular strengths and unique contributions of each program, and to reduce enrollments in the Ph.D. in English in keeping with occupational demand. The University is asked to submit the plans to the Board of Higher Education by May 1, 1996. With external consultants, the Board staff will review these plans, and any further recommendations regarding these programs will be reported to the Board in November 1996.

The School of Medicine has not integrated the P•Q•P initiative into its overall planning process. The University should ensure that the actions and reallocations within the School are consistent with the University's mission, focus, and priorities statements.

Southern Illinois University at Edwardsville

Campus Priorities

Southern Illinois University at Edwardsville's priorities are to promote excellence in education; improve general academic support; increase access, retention, and graduation of underrepresented students; enhance the campus environment; improve administrative efficiency; and promote service to the region. In fiscal year 1993, the University's Planning and Budget Council devised a four-year plan that uses productivity reviews to identify sources for reallocation to support higher priorities. An ongoing four-year plan to begin in fiscal year 1997 is based on the premise that no new targets for major reallocations can be identified, so new initiatives and incremental salary and price increases will need to come from new dollars.

Fiscal year 1995 productivity improvements resulted in \$919,200 that were reinvested in such campus priorities as increasing access to interdisciplinary studies courses, the formation of learning communities, continuing support for the Excellence in Undergraduate Education Fund, implementing the campus' Diversity Plan, expanding programs at the School of Dental Medicine, funding academic computing and library acquisitions, enhancing recycling programs and facilities renovation, implementing a new accounting system, supporting local teacher programs and community services to East St. Louis, and distance education.

Productivity of Instructional Programs

In its 1995 Productivity Report, Southern Illinois University at Edwardsville reported \$36,500 were made available from prior productivity actions through elimination of the M.A. in Political Science, consolidation of departments in the School of Engineering, and restructuring of academic units to form the College of Arts and Science.

The University reviewed its bachelor's degrees in special education, elementary education, early childhood education, health education, and physical education. In these reviews, the University addressed occupational demand for teachers, but did not address the other statewide issues identified in the July 1994 statewide analyses of undergraduate teacher preparation programs.

The reviews of the baccalaureate programs in special education and early childhood education discussed the increasing demand for special education courses by other education majors, as well as increased need for specialists in early childhood special education. In response to demand, both programs have increased enrollments and added sections in required courses. The supply of graduates from the elementary education program has decreased to fiscal year 1990 levels, which is appropriate to meet projected occupational demand for elementary teachers. All of the teacher preparation programs at the University have relatively low minority degree completion rates.

The University also reviewed bachelor's and master's programs in English, speech communications, and mathematics. These reviews addressed most of the issues identified in the statewide analysis. The Department of English reported that respondents to the 1991 Baccalaureate Alumni Survey indicated that 79 percent of those employed were satisfied with their job and that many baccalaureate English majors chose this field as a second major. The graduate program in English improved its productivity by terminating specializations in linguistics and junior college teaching and by shifting faculty resources to areas of greater need. The University will reallocate resources to hire additional faculty to teach Composition 101 and 102 and speech. The mathematics undergraduate program review identified and addressed problems students were encountering in general education mathematics courses.

Research and Public Service

The University reduced state-appropriated funding of research and public services centers, resulting in \$157,600 in reallocations to higher priorities. Specifically, the University eliminated two positions at the East St. Louis Center and reassigned instruction within the Small Business Development Center. In addition, the campus consolidated and restructured functions in several research and public service units. The Graduate School has taken the lead in developing interinstitutional grant programs and is working cooperatively with Washington University, St. Louis University, Harris-Stowe University, the University of Missouri at St. Louis, and three southwestern Illinois community colleges to deliver programs and services.

Academic Quality and Productivity

In fiscal year 1995, the University realized \$74,400 in academic productivity improvements, resulting from modification of the Undergraduate Assessment Program, reassignment of faculty from public service to instruction in the College of Business, and reduction of departmental administration in the School of Fine Arts and Communications and School of Humanities. The Graduate School assessed the breadth of each unit and eliminated highly specialized courses not central to a graduate program. In the process of converting to a semester calendar, the University reviewed all aspects of undergraduate education and made improvements in the counseling and advising of students, added writing assignments, and expanded student and faculty interaction. In addition, articulation with community colleges was enhanced, and financial aid services were improved.

As part of its review and report on faculty roles and responsibilities, the University examined the nature of faculty work within the context of the P•Q•P initiative. Southern Illinois University at Edwardsville not only engaged in a campus-wide debate on this issue, but also adopted a new tenure policy; refined tenure criteria to include evaluation of faculty teaching, scholarship, and service; developed a new workload policy; proposed a new promotion policy; developed a Faculty Salary Plan; and continued support for an annual Faculty Development Fund.

Administrative Productivity

The University's fiscal year 1995 Productivity Report described reductions and reallocations in the Office of Information Technology, maintenance, continuing education, the Graduate School, executive management, utilities, fiscal management, and the School of Engineering that resulted in \$650,700 available for reallocation to higher priorities. These actions address several of the areas identified by the Board of Higher Education as having a high potential for productivity savings. The University also described quality improvements or "good practices" in university administration, including streamlining processes in administrative support functions and equipment purchases to improve maintenance of the physical plant.

Conclusions and Recommendations

The University continues to integrate P•Q•P into its planning and budgeting processes. The University's examination of issues related to faculty roles and responsibilities resulted in the specific actions taken in the past year and those anticipated this coming year. The University should continue efforts to identify potential candidates and provide support services to increase the number of minority teachers and other school personnel at all levels.

University of Illinois

From fiscal year 1993 through 1995, the University of Illinois reallocated \$70.2 million resulting from the P•Q•P initiative to its top priorities at the Chicago and Urbana-Champaign campuses. The University reallocated \$28.6 million to enhancing faculty and staff salaries, its highest priority. In addition, \$10.1 million were reallocated to improve instruction, particularly at the freshman level; \$8.0 million to upgrade classrooms and instructional laboratories, to purchase equipment (especially computers), and to repair and renovate facilities; and \$4.1 million to academic support and library improvements.

In the past four years, each campus completed a comprehensive plan (*Preparing UIC for the 21st Century*, 1993; *Toward 2000: A Strategic Plan for Sangamon State University*, 1992; and *A Framework for the Future: A Strategic Plan for the University of Illinois at Urbana-Champaign*, 1995) that focuses the campus mission, sets campus priorities, and guides resource allocations for the rest of the decade. The University's P•Q•P Report illustrates the strong ties among planning and priority setting, program review and assessment, and budget development and allocation to support the unique mission and specific focus of each campus.

Two events in the summer 1995 will bring changes at the University: On July 1st, Sangamon State University became the third University of Illinois campus--the University of Illinois at Springfield--and, on August 1st, the University's 15th president took office. In this context, the University of Illinois at Springfield began developing a new comprehensive plan to clarify its focus, concentrate its academic programming, and determine its distinctive contribution to both the University and the state. The University intends to augment campus plans with a university-wide long-range plan.

The University of Illinois at Chicago

Campus Priorities

The highest priorities of the University of Illinois at Chicago are to enhance the quality of its academic and research programs and to provide a stimulating environment for work and study; preserve the quality of its student body while increasing its commitment to diversity; and nurture collaborative relationships with schools, health care providers, and business and industry. These priorities are consistent with the campus' mission and its focus within the state's higher education system.

Productivity of Instructional Programs

During 1994-95, the University of Illinois at Chicago continued to consolidate academic departments to reduce administrative costs, an area identified as having high potential for productivity savings in the May 1995 *Update on Expenditure Trends in Illinois Higher Education*. The departments of geography and anthropology were merged, and three departments in the College of Nursing and three in the College of Associated Health Professions were consolidated, for a net reduction of five departments and a projected savings of \$225,000. The Doctor of Arts in Chemistry was also eliminated.

In 1994-95, the University of Illinois at Chicago reviewed its individual baccalaureate teacher education programs, but it did not address the statewide issues in its reviews. The campus offers the bachelor's degree in elementary education (with certification options in early childhood and special education), art education, and 11 teaching fields at the secondary level. Since teacher preparation is integral to the campus' urban mission, elementary education candidates complete their field experiences in Chicago public schools. The campus intends to reduce enrollment in elementary education to 100 students (from 182 in fall 1994) to bring enrollment into line with faculty resources. Given the high employment demand for early childhood education and special education teachers and the high vacancy rate for elementary teachers in the Chicago Public Schools, the College of Education is asked to consider seeking approval for separate baccalaureate programs in early childhood and special education and to reconsider its decision to reduce enrollment in elementary education.

Secondary teaching candidates complete requirements for the major in which they intend to teach, as well as professional education courses. While the number of students enrolled in and graduating from nine of the 11 fields is small, the only additional costs are for a methods course in the field and for supervising field experiences. To reduce these costs further, methods courses for teaching foreign languages are being combined. Increased enrollment in the secondary physics program should help address the expected increase in demand for science teachers as the Chicago Public Schools increase graduation requirements to three years of science by 1998. The Department of Biological Sciences, however, recommended eliminating its program due to the dramatic decline in enrollment (from 23 in fall 1990 to two in fall 1994). In light of the expected growth in number of Chicago public school science openings by 1998, the current statewide undersupply of science teachers, and the campus' focus on the biological sciences that underpin the health and medical sciences, the department should reconsider this decision.

Based on campus research findings suggesting that improving the freshman-year experience will improve retention and graduation, the campus reallocated \$330,000 in 1994-95 to the Department of English to add 55 sections (1,150 "seats") in the two-course freshman composition sequence to accommodate all freshmen. Although placement rates for recent graduates have been good, the department intends to reduce graduate enrollment in English due to uncertainty in the academic job market and is taking steps to reduce the time to completion at the doctoral level. Enrollment in the B.A. and M.A. in Communication is also being reduced through tighter admission standards. The Department of Mathematics, Statistics, and Computer Science added 850 seats in freshman mathematics courses in 1995-96, a sufficient number to meet demand; reduced the size of calculus lectures from 150 to 80 students; adopted the successful "Professional Development Program" for all gateway courses; and integrated computing into mathematics instruction. A substantial portion of the faculty's research is on the teaching of mathematics.

The campus is an active member of the three regional consortia serving Chicago and the western suburbs, all of which are involved in the telecommunications initiative. The College of Nursing makes the most use of the telecommunications network to offer courses at distant sites. Efforts are now underway to interconnect the College of Medicine sites at Chicago, Peoria, Rockford, and Urbana-Champaign to more effectively coordinate programs and deliver credit and noncredit offerings to underserved areas. Most of the campus' off-campus programs offered in the Chicago area are at the graduate level, including courses for teachers in the Chicago public schools and programs in engineering and business in response to industry and agency requests, thereby linking colleges and departments to practitioners in agencies, industries, and schools that hire their graduates. Master's degree programs in nursing are offered in both Chicago and downstate to serve the needs of placebound students. In 1994-95, about 150 off-campus course sections produced nearly 1,700 enrollments, an average of 11 students per section.

Research and Public Service

The May 1995 *Update on Expenditure Trends in Illinois Higher Education* showed that the ratio of nonappropriated to appropriated expenditures for research and for public service at the University of Illinois at Chicago increased between fiscal years 1992 and 1994 and, in both years, both ratios were higher than state averages. The report also provided the ratio of nonstate to state-appropriated funds for each organized research and public service center and institute. The level of external support for operations indicates a unit's relative priority. Both the Center for Urban Educational Research and Development and the Institute for the Humanities reported expenditures from state-appropriated funds that exceeded external support. As with degree programs, centers and institutes should be reviewed to determine whether they should be continued as formally organized units and whether the level of external support warrants the commitment of state funding. During 1995-96, three centers and institutes, including the Center for Urban Educational Research and Development, are scheduled for review.

Academic Quality and Productivity

In addition to department and program consolidations and student retention efforts noted above, the University of Illinois at Chicago is addressing three other academic quality and productivity issues: faculty roles and responsibilities, the use of technology in instruction, and the assessment of student achievement. *Preparing UIC for the 21st Century* made ten specific recommendations on the roles and responsibilities of the faculty. The campus has taken several actions to address these recommendations. The most creative was the appointment of four faculty members to serve half-time for terms of two to three years as associate vice chancellors for academic affairs to address each primary recommendation. On the assumption that decisions should be based on good information, the campus analyzed data on its faculty (including age, salary, tenure decisions, time in rank, turnover, teaching loads, etc.), information on faculty assessments, and comparative information from other institutions. From these analyses, the campus identified specific problem areas, developed profiles of success and failure, and prepared a sourcebook on teaching effectiveness. A campus Teaching Documentation Task Force convened in December 1994 to develop guidelines for documenting teaching effectiveness for faculty promotion, tenure, and other merit considerations. During 1995-96, various documentation methods are being pilot tested. Other actions of note are the creation of the Council on Excellence in Teaching and Learning, a series of workshops for new faculty members and another for new academic administrators, workshops on the tenure and promotion process, and an orientation program and monthly newsletter for graduate teaching assistants.

Since 1993, the campus has committed significant sums to upgrade both instructional space and instructional technology: five new classrooms were built, 54 classrooms in eight buildings were refurbished, and two multimedia lecture centers were created at a cost of \$1.5 million. Two additional multimedia lecture centers will be completed in 1995-96. The library developed and maintains an electronic reserve system that provides students computer access to materials instructors place on reserve, and three open-access computer labs with 500 student stations were upgraded or expanded. Individual colleges also established computer facilities through reallocated college funds or private donations.

In fall 1994, the campus began planning for its North Central Association (NCA) accreditation self-study and the site visit scheduled for March 1997. Since the NCA requires that institutions provide evidence of student learning, the campus began developing an assessment plan. Initial steps included providing degree-granting units with information about assessment at other institutions, creating an inventory of current campus assessments, and developing a statement of Principles of Assessment of Student Achievement. In fall 1995, an intercollege assessment group will begin coordinating assessment across colleges and establish a clearinghouse of assessment information and a network of faculty consultants on best practices in assessment. Unit assessment plans are to include multiple measures of student achievement, and units are expected to incorporate assessment results

into program review. The Senate subcommittee on undergraduate education is responsible for assessing general education. By March 1996, college assessment plans are to be submitted to the provost, and the plan for assessing general education is to be submitted for Senate approval.

Administrative Productivity

The May 1995 *Update on Expenditure Trends in Illinois Higher Education* continued to identify the library, student support services, and academic, financial, and general administration as areas with high potential for productivity savings in comparison to other Illinois public universities. However, the University's 1994 P•Q•P report noted that the primary reason for higher costs is the need for the university to maintain student and library services at both the east campus and the medical center complex in Chicago, as well as at the Peoria and Rockford regional medical schools. Efforts to control expenditures are continuing.

Conclusions and Recommendations

The University of Illinois at Chicago's comprehensive plan, *Preparing UIC for the 21st Century*, is successfully focusing all campus constituencies on its highest priority: the provision of high quality instruction, research, and public service within its urban Chicago setting. During the past year, the campus continued to implement instructional improvements to increase student retention, began developing better assessments of both faculty contributions and student achievement, and continued to consolidate units to reduce administrative expenditures. The campus is upgrading instructional space and equipment and has begun to infuse technology into its instructional programs at all levels, on and off campus.

The campus reduced enrollment in its doctoral program in English and its bachelor's and master's programs in communication in recognition of constricting job markets. In light of increasing teacher demand, the campus is asked to consider seeking approval for separate baccalaureate teacher preparation programs in early childhood and special education and to reconsider decisions to reduce enrollment in elementary education and to eliminate its program in the teaching of biological sciences. Efforts to improve the quality of teachers and the quality of student learning in the Chicago Public Schools should be one of the campus' highest priorities.

The University of Illinois at Springfield

Campus Priorities

The priorities of the University of Illinois at Springfield are to enhance teaching and learning; to pursue controlled growth while ensuring student quality and diversity; to strengthen the campus' intellectual and cultural climate; to enhance the campus infrastructure; and to pursue partnerships with schools, state agencies, local governments, businesses, and nonprofit organizations in the region. These priorities are consistent with the current university mission and focus statements. With its merger with the University of Illinois, the campus is developing a new comprehensive plan.

Productivity of Instructional Programs

During 1994-95, the University of Illinois at Springfield established the Center for Teaching and Learning by merging the Learning Center, the Office of Undergraduate Assessment, and faculty development programs, resulting in a reinvestment of \$207,200. The campus also initiated the new Bachelor of Social Work in fall 1995 to replace the B.A. in Child, Family, and Community Services. Revision of the M.A. in Child, Family, and Community Services will be considered as part of the campus' comprehensive plan. Most of the university's off-campus courses are offered through its office at Illinois Central College in East Peoria. In fall 1994, off-campus enrollment accounted for

8.3 percent of the credit hours generated, 89 percent of which were undergraduate courses with nearly half in business.

In 1994-95, the university reviewed its teacher preparation sequence and its bachelor's and master's programs in English and mathematics. Although the campus does not offer a teacher preparation degree program, it does offer the sequence of professional courses needed for elementary and secondary teacher certification. Students generally pursue their bachelor's degrees in English, math, history, biology, or psychology, with about half of the annual graduates from these programs also completing certification requirements. Since 1991-92, the campus has capped admission at 80 new elementary and 40 new secondary students to bring enrollment into line with resources. As many of its students are placebound, the campus developed a close working relationship with area schools with which it also operates outreach programs to encourage minority students to pursue mathematics and science majors and careers in teaching.

Enrollment in both the B.A. and M.A. in English is growing, with both programs serving a high proportion of teachers. The English Department revised its objectives for the B.A., incorporating student assessment into its initial and capstone courses. Additional resources are needed to fully incorporate computer use. Enrollment in the B.A. in Mathematics has fluctuated, with the growth expected in fall 1994 not materializing. The mathematics department offers two service courses, with about 39 percent of the credit hours generated by nonmath majors. The department revised its program requirements, adding four new courses in priority areas. The M.A. in Mathematical Sciences consists of two options: applied statistics offered by the Department of Mathematics and computer science offered by the Department of Computer Science. Most of the enrollment, and most of the enrollment growth, is in computer science. The campus should thoroughly review the future direction of this program as part of its comprehensive planning process during 1995-96.

Research and Public Service

The University of Illinois at Springfield operates four separately identified research and public service units aligned to its focus on public affairs. The May 1995 *Update on Expenditure Trends in Illinois Higher Education* showed external support for these centers and institutes was strong, exceeding state support for their operations. Neither research nor public service was identified as an area of potential productivity savings. Position eliminations, workload revisions, and other consolidations in the Institute for Public Affairs resulted in reinvestments of about \$54,000 in fiscal year 1994 and \$40,809 in fiscal year 1995. The Center for Legal Studies is scheduled for review during 1995-96.

Academic Quality and Productivity

Since the University's founding in 1970, teaching has been the central criterion for faculty evaluation and advancement. In keeping with the institutional focus on public affairs, faculty members are also expected to emphasize public affairs in instruction, research, and service through community partnerships. A collective bargaining agreement specifies standards for faculty reappointment, promotion, and tenure, as well as the annual Distinguished University Service Award and sabbatical leaves. In spring 1995, a joint administration-faculty working group on faculty roles and responsibilities reviewed personnel policies and drafted recommendations for enhancing faculty contributions to the campus. These recommendations, too, are part of the campus' comprehensive plan development in 1995-96.

Information in its 1995 undergraduate education review report supports the campus' priority on excellence in the teaching-learning environment. For example, the University's average class size hovers around 17 to encourage nonlecture, active learning formats, and the team teaching of courses is widespread. The Applied Study Term (internship), a general education option, provides undergraduates opportunities for experiential learning closely related to their majors. Further, 95 percent of the Liberal Studies Colloquia and 80 percent of Public Affairs Colloquia are taught by

full-time faculty members. The campus does not employ graduate teaching assistants to deliver courses, but rather to support faculty as exam proctors, materials preparers, lab assistants, and tutors.

The opening in fall 1992 of the new Health and Sciences Building provided the campus up-to-date lab space and permitted the replacement of much of the campus' aging lab equipment. Art studios were remodeled during summer 1995, but facilities and equipment for the communication program need to be upgraded. The computers in the three computer labs are also becoming dated, as are those in the computer science program. A recent grant from the National Science Foundation will partially fund a network lab for computer science students. The campus recognizes that enhancement of instructional computing must be addressed soon and that the faculty needs training in the use of computers in teaching.

The University's Assessment Plan was approved by the North Central Association in May 1995. The program for assessing undergraduate student achievement of baccalaureate-level skills (reading, writing, quantitative reasoning, critical thinking, and library use) and general education and discipline (major) objectives both at entry and exit was phased in over the past four years. A formal program for assessing graduate students will be implemented in 1996-97.

Administrative Productivity

The May 1995 *Update on Expenditure Trends in Illinois Higher Education* identified nearly every administrative and support function at the University of Illinois at Springfield as having high potential for productivity savings. However, in 1993-94, the University participated in the National Association of College and University Business Officers (NACUBO) Benchmarking Study, with initial analyses indicating that the University compared favorably to national averages in most categories. Individual units are currently analyzing their data. As part of the University of Illinois, the campus may be able to reduce administrative expenditures due to economies of scale not available in the past.

Conclusions and Recommendations

The University of Illinois at Springfield made considerable progress in the past few years in improving quality and increasing productivity by focusing on teaching and the teaching-learning environment and on its public affairs mission. As the University of Illinois at Springfield, the campus is now engaged in a comprehensive review to develop a plan that delineates the campus' future directions and unique focus within the University.

The University of Illinois at Urbana-Champaign

Campus Priorities

A Framework for the Future: A Strategic Plan for the University of Illinois at Urbana-Champaign (1995) identifies seven principles to guide campus planning and resource allocation for the next decade. The campus' highest priority is to invest in people, including the recruitment of the best faculty and graduate students, the achievement of faculty salary parity with peer institutions and competitive stipends for graduate assistants, and the recruitment and retention of students, faculty, and administrators from underrepresented groups. Other priorities include building on research preeminence, according full value to teaching, investing in facilities, intensifying the use of new teaching and information technologies, strengthening international studies, and invigorating outreach and external partnerships. Progress toward each of the 130 specific goals will be evaluated annually and updated as needed.

The campus identified significant needs to be addressed if it is to accomplish its goals. First, although nearly half of its reallocated funds were devoted to improving the competitiveness of faculty salaries, average salaries remain below the average salaries in its peer institutions. Second, significant

funding is needed to upgrade and expand computer hardware, software, and other equipment and to remodel instructional labs. Third, funding to hire additional faculty will be needed to implement the rest of the campus-wide general education program adopted in 1989.

Productivity of Instructional Programs

During 1994-95, the Urbana-Champaign Campus completed the total reorganization and restructuring of the College of Agriculture, including its retitling as the College of Agricultural, Consumer, and Environmental Sciences. The restructuring consolidated 15 divisions, departments, and offices into eight, resulting in streamlined administration and centralized services. In 1995-96, faculty transition teams will recommend curricular revisions, including potential eliminations, consolidations, and new program development.

In spring 1995, the intercollege Council on Teacher Education completed an extensive redesign of teacher education to address changes within the profession, as well as Board of Higher Education concerns about duplication of programs in the College of Education and the College of Liberal Arts and Sciences. The redesign will eliminate the secondary preparation programs in the College of Education and will eliminate nine master's programs and eliminate or revise 16 baccalaureate programs in the College of Liberal Arts and Sciences. Curricula will follow a common requirement framework and offer students three options for combining an arts or sciences major with the education courses required for certification. Although several fields will continue to be small after the redesign, the costs of maintaining a discipline-specific methods course in each are minimal. The colleges are reviewing the redesign, with approval expected over the next two years.

The campus reviewed its degree programs at all levels in English, speech communication, comparative literature, mathematics, and statistics. To better serve the general education needs of undergraduates, the English Department added advanced composition and cultural diversity courses as part of the campus-wide general education program, added a second computer writing lab, and is remodeling its multimedia lab. At the graduate level, the department reduced admissions slightly, added a placement officer, and increased its emphasis on higher demand specialties, such as writing studies, in response to the declining academic job market. The Speech Communications Department also revised its general education course offerings and shifted its emphasis to higher demand communication technologies. Because of the slow academic job market, graduate enrollment has been held at 60 students per year. The department's national reputation contributes to its record of 100 percent placement of doctoral graduates.

The Department of Mathematics serves almost every undergraduate, enrolling 18,000 each year. The department created three new general education courses, adopted new teaching techniques (including interactive computer and small group sections), and redesigned the calculus sequence. The academic job market for mathematics doctorates has been especially tight in recent years due to immigration of former-Soviet mathematicians. The department, conferring an average 14 Ph.D.s per year, is optimistic that immigration is abating. Enrollment in the two baccalaureate statistics programs is small, and graduate enrollment was reduced by nearly 50 percent over five years due to decisions to reduce teaching assistantships and increase admission standards. The Department of Statistics' faculty was reduced by 25 percent, and the tenured-faculty teaching load was increased by 33 percent, thus increasing instructional productivity.

In 1993, the College of Liberal Arts and Sciences concluded that the program in comparative literature "does not deliver enough instruction for the funds committed to it" and recommended that, since "the program cannot be reduced in size without rendering it inoperative", it should "be disbanded in an orderly fashion." In November 1994, the Board staff recommended that the campus consider eliminating the B.A., M.A., and Ph.D. in Comparative Literature due to low enrollment and degree completions. The 1995 National Research Council report on doctoral programs rated the program's quality and effectiveness the lowest of the campus' many highly regarded programs. The program review reported only that a continuing review in 1995-96 will focus on a new administrative structure.

Off campus, the Urbana-Champaign Campus offers primarily master's programs in professional fields to provide advanced training to students where they work or live. Ninety-two percent of off-campus courses are taught by on-campus faculty. Productivity is maintained by concentrating courses at a few sites, by rotating programs among sites for cohorts of students who proceed through the program together, by using a variety of distance learning technologies (e.g., audiographic conferencing, videoconferencing, desktop video, and satellite video network), and by centralized delivery of support services. The campus expects recent developments in asynchronous computer communications to revolutionize learning both on and off campus. While the University participates in all eight regional consortia, the Urbana-Champaign Campus is most active in the two central Illinois regional consortia.

Research and Public Service

The May 1995 *Update on Expenditure Trends in Illinois Higher Education* showed that the campus' ratio of nonappropriated to appropriated expenditures for public service increased between fiscal years 1992 and 1994, while the ratio for research held constant. In both years, both ratios were higher than state averages, and neither research nor public service was identified as an area of potential productivity savings. The report also showed that six organized centers and institutes reported no direct expenditures. These centers and institutes should be reviewed to determine whether each should be continued as an organized unit. In addition, expenditures from state-appropriated funds exceeded external support in four research centers and institutes, which should be reviewed to determine whether the level of external support warrants the continued commitment of state funding. During 1994-95, the campus completed the closure of the Center for Instructional Research and Curriculum Evaluation. Five centers and institutes are scheduled for review in 1995-96.

Academic Quality and Productivity

Since 1988-89 the University of Illinois at Urbana-Champaign has embarked on a series of efforts to enhance undergraduate teaching and learning. In spring 1989, the Faculty Senate adopted a campus-wide general education program, which places greater emphasis on student's writing, critical thinking, and quantitative reasoning skills, and established a General Education Board to evaluate periodically all courses approved within the program. Phase-in of the new requirements began in fall 1991. In fall 1994, the campus launched the Discovery Program to provide freshmen an opportunity to enroll in a small class taught by a tenured or tenure-track faculty member. To support active learning, the campus also reallocated funds to limit the number of very large courses and to add discussion sections where appropriate. Further, the campus is engaged in a five-year program to remodel all classrooms, expending \$2 million annually since fiscal year 1993. Integral to the remodeling is providing each lecture hall with state-of-the-art multimedia equipment.

Since 1990, the campus has required that all graduate teaching assistants receive training and evaluation, including pre-service orientation before the teaching assistant assumes any responsibilities, in-service training during all semesters of employment, and on-going evaluation by supervising faculty and by students and peers. In addition to the campus' orientation, individual colleges and departments with large numbers of teaching assistants operate their own programs. Exemplary teaching assistants are identified in each semester's *Incomplete List of Teachers Ranked as Excellent by Their Students* and are also eligible for college and campus teaching excellence awards.

The Urbana-Champaign Campus has long provided an extensive array of services to help faculty members develop their teaching and research skills. Notable are the course development grants awarded by the Educational Technologies Board and the research grants awarded by the Research Board. In the last 18 months, two studies were completed to further enhance the quality of faculty contributions. *The Campus as Classroom: Final Report of the Task Force on Productivity* (April 1994) recommended that the department be the unit of analysis for defining and assessing faculty roles and contributions. *The Report on Retaining and Renewing a Quality Faculty* (September 1994) recommended that each academic program set a goal of excellence, with progress towards the goal

benchmarked regularly against a combination of external and internal indicators. The report's 14 other recommendations constitute a comprehensive plan to assure that the very best faculty members are hired and retained through a process that informs them about expectations for the quality and quantity of performance, provides support to maximize achievement and regular feedback on performance, and rewards and celebrates when achievement is stellar and remediates when it is not.

To implement the recommendations that academic units become the basis for evaluation and to begin planning for the 1999 North Central Association evaluation, the Provost's Task Force on Program Evaluation and Assessment in May 1995 proposed a three-level campus evaluation plan. At the unit level, evaluations would be designed by and for the unit to improve its effectiveness. At the central or campus level, data would be collected annually by department on a series of common quantitative and qualitative indicators for use in making planning and budgeting decisions. Data from the first two levels could be used for external evaluations, such as Board of Higher Education program and undergraduate education reviews and evaluations by accrediting agencies. Among the required departmental indicators are measures of faculty performance, student quality at entry, program enrollments and degrees awarded, alumni evaluations, peer comparisons, expenditures, and departmental efficiency. Student outcomes assessments, while required, would not be standardized. The matrix of current outcomes assessments by college includes student and alumni surveys or interviews, departmental comprehensive or certification/licensure exams, student portfolios, recitals and juried projects or performances, and job or graduate/professional school placement of graduates. Units that have not in the past gathered information on student outcomes are expected to do so in the future.

Administrative Productivity

The May 1995 *Update on Expenditure Trends in Illinois Higher Education* identified only grounds maintenance as an area with high potential for productivity savings. The NACUBO Benchmarking Study, however, showed that the campus' maintenance costs were below those of other research universities. Participation in the NACUBO Study also generated a major university-wide effort to review and reengineer all aspects of the university's procurement function. The University will employ the firm assisting NACUBO to identify the best practices at comparable institutions as well as in the corporate and industrial sectors.

Conclusions and Recommendations

The campus' comprehensive plan, *A Framework for the Future*, establishes priorities for the next decade and focuses campus energy on the achievement of the 130 specific goals contained in the plan. The report of the Provost's Task Force on Program Evaluation and Assessment establishes a process for annually evaluating progress toward the achievement of the plan's academic goals. Following a "growth by substitution" model, the campus completed major reviews and restructuring of the Colleges of Liberal Arts and Sciences and of Agricultural, Consumer, and Environmental Sciences in the past two years and totally redesigned teacher education, which crosses college boundaries. The campus also launched major efforts to improve the freshman-year experience, to improve undergraduate teaching and learning, and to remodel and reequip classrooms.

The Board staff continues to recommend that the campus consider eliminating the B.A., M.A., and Ph.D. in Comparative Literature.

PUBLIC COMMUNITY COLLEGES

In 1993, the community college system developed a plan to address local district and statewide needs. This plan, *Vision 2000*, includes a vision statement and a mission statement and centers around five themes, with goals, objectives, strategies for completion, and expected outcomes identified for each. These themes affirm that teaching and learning remain the focus of the community college

system, that all Illinoisans have access to higher education opportunities, that community colleges show accountability through documentation of their performance and effectiveness, that the community colleges as a system acquire and use resources effectively, and that partnerships between the colleges and the larger community be fostered.

The August 1992 *Guidelines for Productivity Improvements in Illinois Higher Education* directed that productivity improvements also be achieved at the state level. To this end, the Illinois Community College Board (ICCB) streamlined reporting processes, provided recommendations to colleges on low labor market demand related to specific occupational programs, encouraged the use of statewide indicators to provide accountability for achievement of higher education's highest priorities, and established systemwide goals for the next three years that are consistent with *Vision 2000* and with the Board of Higher Education's statewide priorities.

In fiscal year 1995, the 49 community colleges submitted individual P•Q•P reports to the ICCB, which summarized the individual reports in *Accountability and Productivity Report of the Illinois Community College System for Fiscal Year 1995*. The colleges' P•Q•P reports follow a combined Program Review and P•Q•P report format designed to streamline reporting procedures for the community colleges. In their reports, all community colleges were asked to provide information on productivity and accountability improvements in five areas: instruction, public service, administrative functions, academic and student support functions, and overall academic productivity of the institution. In addition, the community colleges were asked to provide information on five focus topics identified jointly by the ICCB and the Board of Higher Education: sources of funds and targets for reinvestment, review of low enrollment programs, minority student achievement, student retention initiatives, and institutional support costs. Information on minority student achievement will be included in the Board of Higher Education's annual report on underrepresented groups in March 1996. System-level summaries of the other special focus areas are provided in the *Accountability and Productivity Report of the Illinois Community College System for Fiscal Year 1995*. In addition, more detailed information on retention initiatives is provided in *Accountability and Productivity: Retention Initiatives in the Illinois Community College System* (September 1995).

Priorities

Community college priorities statements were provided to the Board of Higher Education in their entirety in September 1995. In its 1995 system-level P•Q•P report, the ICCB identified ten themes among individual community college priorities: teaching and learning, student access and success, services, workforce preparation, diversity, community building, communication, leadership, technology, and resources. All community colleges mentioned teaching and learning as a priority, and most mentioned some aspect of technology. Specific initiatives to achieve productivity improvements included the development of cost-effective purchasing, the improvement of hiring processes, the development of equipment replacement plans, the use of environmental scanning procedures, the reorganization of administrative structures, and the efficient use of technology.

While some colleges' priorities indicated increased marketing and other growth strategies as measures to deal with declining student enrollments, a few colleges identified the longer-range implications of declining enrollments and discussed more far-reaching efforts. Improved retention of current students was one method of dealing with declining enrollments. For example, in response to enrollment declines, a priority of Olive-Harvey College is to stabilize enrollment through increased efforts to retain current students. As a specific objective, the College will create an internal mechanism to increase the transition of students from pre-collegiate programs into credit or skill training programs.

In its November 1994 P•Q•P report, the Board of Higher Education asked institutions to report on how P•Q•P has been integrated into institutional decision-making processes. Since the ICCB asked the community colleges to address this integration in their fiscal year 1993 P•Q•P

activities, the community colleges instead expanded program review to include administrative, overall academic, and public service functions for their 1995 consolidated Program Review/P•Q•P reports. All colleges reported linking P•Q•P to their planning processes. For example, at Morton College, each division is required to prepare a written summary of its past fiscal year accomplishments and current fiscal year goals, explain how these relate to the College's mission, and identify which state goals and objectives they address.

In 1995, 21 colleges provided additional information on their planning processes, and somewhat fewer described further efforts to institutionalize the P•Q•P process on their campuses. Among the more detailed descriptions was that of the College of DuPage, which has established a Planning Process Advisory Committee with four teams to oversee specific institutional efforts in educational directions, academic and student services, community enrichment, and institutional climate. Priority statements for the College of DuPage were developed from these topics, and the planning teams are currently in the process of developing excellence indicators for each of the college's goals. At Waubensee Community College, external consultation is built into the strategic planning process through the use of community-based focus groups in five areas of the college district to help determine campus priorities. Results of the external focus group sessions are combined with results from internal committee sessions to update the strategic plan every spring for presentation at the annual retreat of the College's Board of Trustees.

Fiscal Year 1995 Reinvestments

The community colleges were asked to report fiscal year 1995 reinvestments, as well as five-year projections, in their P•Q•P reports. As summarized in *Accountability and Productivity Report of the Illinois Community College System for Fiscal Year 1995*, the community colleges identified productivity initiatives totaling \$40.1 million for fiscal year 1995 and \$90.7 million projected over the next five years. The summary of initiatives indicates that the community colleges:

- achieved fiscal year 1995 productivity improvements in administration (\$18.4 million), instruction (\$7.6 million), the overall academic productivity of the institution (\$5.8 million), public service (\$4.3 million), and support services (\$4.0 million);
- projected five-year reinvestments from administration (\$34.3 million), instruction (\$13.8 million), the overall academic productivity of the institution (\$28.3 million), public service (\$5.7 million), and support services (\$8.6 million);
- eliminated 93 occupational programs at 28 community colleges as a result of the review of 646 occupational programs during fiscal year 1995 and identified an additional 36 programs for further review during fiscal year 1996; and
- reviewed 164 academic programs, 53 adult education and developmental programs, 86 student and 21 academic support services, and 31 selected programs in electronics, industrial engineering, commercial art, and photography, eliminating three of these programs and addressing quality concerns in others.

Community colleges focused special attention on the overall academic quality and productivity of the institution and examined the quality of student learning, the scope of curriculum and course offerings, staffing and instructional patterns, faculty development, calendars and course schedules, academic support functions, the use of technology, and the efficacy of academic processes. Retention programs were initiated that included improvements in assessment and placement, advising and counseling, mentoring, student orientation, student tracking systems, coordination of retention activities, attention to study skills, and increasing student support services and facilities. Many

colleges also responded to the Illinois Articulation Initiative by adding key courses identified by field panels, eliminating other courses, and revising course content to match statewide articulated course descriptions.

Key Areas of Productivity Improvements in Fiscal Year 1995

Each of the 49 community colleges reported productivity improvements in the five key areas of instruction, public service, academic and student support services, overall academic productivity of the college, and administration. The program review process informs the P•Q•P process by periodically reviewing all existing units of instruction, research, and public service to assess their continued justification in terms of quality, need, and cost.

Productivity of Instructional Programs

Community colleges' consolidated Program Review/P•Q•P reports focus on improvements in instruction. In fiscal year 1995, community colleges were scheduled to review selected academic, occupational, and adult education and developmental programs. Many colleges voluntarily evaluated a larger number of programs than required.

Occupational programs were reviewed in agriculture; business; engineering-related technologies; vocational home economics; parks, recreation and leisure studies; construction trades; mechanics and repairers; visual and performing arts; and health professions and related sciences. The ICCB also identified specific low enrollment programs at 41 colleges for review. All programs with fewer than 10 officially enrolled students were designated as low enrollment programs. Low enrollment programs could be justified if the program was new, related to an emerging technology with sufficient growth potential, low cost, responsive to a specific industry request or community need, or offered coursework required in other majors.

A total of 93 occupational programs at 28 colleges were identified for withdrawal, with an additional 36 programs targeted for reassessment next year. The fire fighting program at John Wood Community College is an example of a productivity improvement in a low enrollment program. In response to statewide concerns over low enrollment, high cost, and potentially duplicative efforts between the College and the Illinois Fire Service Institute, John Wood Community College surveyed the Quincy Fire Department and 33 volunteer fire departments within the college district. The College found it needed to continue specific fire fighting courses, obtained external support from the community to offer them, and continues to offer the program on a reduced basis, taking care to avoid duplication of effort within the district.

An example of productivity improvement in instruction is evident in the community colleges' attention to marketing programs. A high degree of specialization in marketing contributed to low enrollment. Different marketing programs are often targeted toward specific industries, such as tourism, insurance, food products, and apparel and accessories. Fragmentation of the curriculum can result in different marketing programs offered for specific industries, with a few students enrolled in each program. In an effort to respond to shifting market conditions, colleges restructured marketing curricula and eliminated or consolidated marketing programs. For example, Richland Community College combined its banking and finance marketing program into a specialization in the business program. Of 31 low enrollment programs in marketing, 10 will be discontinued.

The annual statewide Occupational Follow-Up Survey identified concerns about articulation of occupational programs and the transfer of students from occupational programs to baccalaureate programs. Improved transfer planning is especially important in several occupational program areas. For example, 21.7 percent of occupational graduates in agriculture, fashion merchandising, general retailing and wholesale operations, construction trades, and nursing continue their educations. Thirteen percent of nursing students and almost 40 percent of agribusiness and management students pursue additional education. Community colleges reported a range of initiatives for students with

A.A.S. degrees designed to improve transfer planning services, ranging from articulation of selected courses to program articulation agreements with high schools and universities. Joliet Junior College was among several colleges that reported the development of a new on-line articulation system to assist students in transfer. In the *Accountability and Productivity Report of the Illinois Community College System for Fiscal Year 1995*, the ICCB recommends that colleges assist occupational students who wish to transfer by examining transfer rates by program area and developing articulation agreements accordingly; incorporating General Education Core Curriculum requirements into A.A.S. degree programs; increasing the number of A.A.S. major field core courses that are articulated; developing regional articulation partnerships through consortia, school-to-work programs, and other mechanisms; developing or revising curricula based on recommendations of the Illinois Articulation Initiative; and building information about transfer options into the colleges' catalog program descriptions.

Results of the annual *Occupational Follow-Up Study* indicate that students rate their satisfaction with campus labor market information and career planning services the lowest of all student and academic support services. Several colleges reported productivity improvements in this area through staff training in the use of labor market information. The ICCB and the Illinois Occupational Information Coordinating Committee also hosted workshops on the use of labor market information. To increase graduate satisfaction with labor market information services, Prairie State College and Parkland College established internship classes for students in financial management programs to improve students' employment prospects.

As a result of statewide analyses, community colleges explored solutions to low or changing labor market demand for graduates of programs in selected occupational areas. During fiscal year 1995, community colleges withdrew five accounting technician programs, one financial management program, seven quality control programs, and one personal banking program. In addition, the community colleges eliminated one welding program and deactivated one banking and two drafting programs. Two programs were approved in heating, air conditioning, and refrigeration based upon program need.

The community colleges also reported productivity improvements in academic instructional programs. Articulation agreements reached as part of the Illinois Articulation Initiative provided an incentive for community colleges to add, revise, or eliminate courses to promote greater transferability of core courses in general education and in individual programs. Some colleges also added the new Associate in Engineering Science program, as recommended by the Engineering Articulation Panel. At the state level, ICCB encouraged colleges to add computerized instruction throughout all program areas and to examine course prerequisites to ensure adequate student preparation.

In adult education and developmental programs, community college productivity improvements included expanded efforts to promote workplace literacy, increases in credit hours in English as a Second Language (ESL) to serve an increasing number of nonnative English speakers, better tracking of student progress, an increase in the use of technology to provide better access and quality of instruction, and more emphasis on successful transitions of students to college credit coursework. For example, at Harold Washington College, a newly formed ESL program will provide training and supervision for instructors to help students make successful transitions to the college-credit program.

Public Service

Community college public service efforts include partnerships with community agencies, noncredit instruction, literacy and technology training, customized programs for business and industry, and instruction for youth and the elderly. During fiscal year 1995, the community colleges reported over 100 public service program improvements that resulted in \$4.3 million in expenditures, \$1.4 million in reductions, and a projected \$2.9 million in reallocations over the next five years.

The greatest number of productivity improvements occurred through partnerships between colleges and community organizations. A barter arrangement called for Lake Land College to provide instruction for employees of Consolidated Communications in Effingham in return for access to the company's distance learning lab. In another productivity improvement, William Rainey Harper College, Elgin Community College, and Kishwaukee College consolidated resources to form a Regional Small Business Development Center. Two rural colleges, Lake Land College and Rend Lake College, created mobile computer labs to take training to worksites throughout their districts.

Academic and Student Support Functions

In its *Guidelines for Productivity Improvements in Illinois Higher Education*, the Board of Higher Education identified centrality to mission, breadth of functions within and across administrative units, redundancy of functions, and efficiency of operations as criteria for evaluating both administrative and support functions. Academic and student support functions of community colleges include testing, placement, academic and financial aid advising, tutoring, assistance to special populations and at-risk students, and career counseling and job placement services. Streamlining operations and capitalizing upon new technologies are ways in which colleges can realize productivity savings in these areas.

During fiscal year 1995, the community colleges reported productivity improvements in support services that resulted in over \$835,000 in reallocations to higher priorities. The majority of productivity improvements in academic and student support occurred in academic advising and learning resource center/library functions. Learning resource centers and libraries were a special focus in this year's review of undergraduate education. Many community colleges reported initiatives to expand the use of computers and technology to provide better learning center and library support services to students.

Community colleges reported other productivity improvements in support services. For example, William Rainey Harper College increased personal counseling services to students by expanding cooperative agreements with doctoral program interns from professional school and university counseling psychology programs. Using trained volunteer tutors, College of DuPage provided academic support services to students at 32 locations throughout the district. To better provide financial aid information to a greater number of students, Joliet Junior College made financial aid information available through kiosk terminals. Student support staff at John Wood Community College use the Internet and *Federal Register* to search for alternative funding sources for students. Danville Area Community College developed a directory to market the skills of its graduates to area employers.

Academic Quality and Productivity

Special attention was directed toward overall academic productivity of the institution during fiscal year 1995. The August 1992 *Guidelines for Productivity Improvements in Illinois Higher Education* suggest that institutions should examine instruction, research, and public service from a campus-wide perspective, concentrating on overall institutional priorities rather than only the productivity of individual units. In its November 1994 P•Q•P report, the Board of Higher Education again called upon institutions to examine the academic quality and productivity of the institution as a whole during 1995. Each of the 49 community colleges examined the overall academic productivity of the institution in their Program Review/P•Q•P reports. Every community college examined the quality of student learning and academic support functions, and many provided information on technology initiatives. Most colleges addressed concerns about staffing, instructional patterns, calendars, and course schedules in their related undergraduate education review reports.

The community colleges reported improvements in overall academic productivity that resulted in \$1.0 million being reallocated to higher priorities for this year and a projected \$4.9 million to be available for reinvestment over the next five years. The area of improvement cited most often by the

colleges was that of professional development for faculty and staff. Many colleges provided training on using the Internet. For example, South Suburban College created a Learning Technology Center for faculty, and Parkland College established an Academic Technologies Unit. Lake Land College and Richland Community College are collaborating with Eastern Illinois University to jointly develop curricula and train faculty for the distance learning environment. At Oakton Community College, faculty development is often conducted across disciplines to include faculty from both baccalaureate-transfer and occupational programs.

Community colleges are assessing institutional effectiveness to improve the overall academic productivity of the institution. In an effort to assess effectiveness and to achieve productivity improvements for the College as a whole, Oakton Community College participated in the National Association of College and University Business Officers (NACUBO) Benchmarking Project during fiscal year 1995. College faculty and staff gained insight into the methods used to accomplish responsibilities and the allocation of time required for different activities. The College also established a Values Improvement through Productivity Committee, which looks across the College for ways to improve productivity.

Assessing student success is another area in which colleges achieved productivity improvements. At Prairie State College, for example, a new Academic Assistance and Assessment Center will pilot a pre-assessment test mathematics workshop for students who took appropriate high school mathematics courses, but have not recently used mathematics skills. The refresher workshops are expected to reduce the number of students who waste time and resources in the wrong levels of mathematics courses.

Consistent with the statewide focus on faculty roles and responsibilities, the effective use of part-time faculty was a particular area of focus for community colleges. At Heartland Community College, for example, lead full-time faculty are trained to mentor part-time colleagues. Moraine Valley Community College increased facilities available to part-time faculty so that they may hold office hours for students. Danville Area Community College reported that it established a standard of no more than 25 percent of credit hours to be taught by part-time faculty and also developed a Part-Time Faculty Academy to improve the teaching qualifications of part-time faculty.

Administrative Productivity

The *Guidelines for Productivity Improvements in Illinois Higher Education* (updated March 1995) noted that administrative and support functions at public universities and community colleges consume a large share of annual state appropriations. Colleges and universities were encouraged to evaluate administrative functions for their extent and effectiveness in supporting primary institutional missions.

During fiscal year 1995, community colleges reported productivity improvements in administrative functions that resulted in approximately \$18.4 million being available for reallocation to higher priorities. During this year, \$4.2 million were distributed to higher priorities, with \$10.7 million available for projected five-year reallocations. The majority of improvements were realized by revising administrative responsibilities, increasing the use of technology for communication, and reducing energy consumption. During fiscal year 1995, Belleville Area College reduced administrative costs by reorganizing the administrative structures of two of its campuses, consolidating responsibility for community service credit coursework with extension centers, and consolidating four part-time professional positions into one full-time administrative position to support a Weekend College initiative. Other colleges reported activities that demonstrated an effective use of resources by enhancing administrative computer systems, using technology to improve campus operations, and monitoring energy consumption. To illustrate, Shawnee Community College completed computer networking of faculty and administrative staff, College of DuPage developed a computerized records management system, Danville Area Community College developed a video on student registration to

promote a smoother registration process, South Suburban College installed an intruder alarm system that saved police overtime costs, and Elgin Community College replaced all light fixtures with energy efficient units.

Special Focus Areas for Fiscal Year 1995

Student Retention

Based on data from a statewide analysis of institutional and course retention rates, colleges were asked to provide information about local initiatives to track and improve student retention. In general, community colleges reported improvements in entry assessment and course placement, advising and counseling, mentoring, student orientation, student tracking systems, coordination of retention activities, attention to study skills, and student support services and facilities.

In response to the system-wide need to improve student retention, 32 colleges cited improvements in counseling and advising services. For example, the expanded mentoring service at Kankakee Community College involves professionals from the community. At John A. Logan College, selected faculty, staff, and administrators are trained to assume one-on-one, long-term advising relationships with students to promote a sense of affiliation with the College. Ten colleges are implementing early warning systems to identify students who are at risk of dropping or failing a course and to intervene with appropriate strategies to help them succeed. A three-part plan to monitor student retention at Wilbur Wright College involves surveying nonreturning students, tracking students in high-risk categories through seven consecutive semesters, and monitoring course retention rates. William Rainey Harper College provides a special program for entering students who graduated at the bottom third of their high school class. At Kishwaukee College, retention was identified as a college-wide issue, and a full-day Student Success Workshop fostered greater awareness among staff, as well as faculty, of their role in student success.

Thirty of the 49 community colleges reported improvements in assessment and placement of entering students. Systemwide, advisory course placement is being replaced by mandatory course placement. For example, Waubesa Community College's Assessment of Academic Achievement Model includes mandatory student assessment and placement. At South Suburban College, special computer software prohibits students from registering for classes without appropriate course prerequisites or without achieving a predetermined reading level.

Fourteen colleges cited improvements in student orientation sessions. Richland Community College provides three customized orientation programs for different segments of the student population, including at-risk students and those in developmental courses. Analysis of data on retention at Triton College prompted a redesign of the entire student orientation program, a new emphasis on individualized student attention, and a component for the parents of traditional college-age students. At McHenry County College, adult reentry and special needs students are provided with a prescriptive plan based upon assessment that includes an analysis of student learning styles and skill levels.

The use of technology to promote retention was cited by 14 colleges. These colleges developed computerized student tracking systems to document student performance and to better advise students. At all four Illinois Eastern Community Colleges, Joliet Junior College, and John A. Logan College, on-line degree auditing systems provide advisors with quick results on student progress, which, in turn, assist in scheduling students in appropriate courses. Elgin Community College is using the public institution Shared Data System, as well as its own student tracking system, to monitor retention of students since fiscal year 1991.

Several college initiatives called for physical or organizational changes to better coordinate student retention services on their campuses. At Sauk Valley Community College, Shawnee Community College, and Southeastern Illinois College, new positions were created to coordinate

institutional retention initiatives and to militate against fragmentation of services. For example, at Southeastern Illinois College, the retention specialist distributes weekly reports to administrators with the names of students who have been dropped by instructors for nonattendance. Several colleges allocated additional space for student financial aid services. Rock Valley College changed its registration procedures to give priority in registration for college-level English classes to students successfully completing remedial English.

Institutional Support Services

Institutional support costs are those costs not attributable to a specific unit and that benefit the entire college, such as insurance, legal fees, scholarships, tuition chargebacks, and administrative data processing. Fifteen community colleges reported that institutional support costs rose during fiscal year 1995 due to increasing insurance costs. Some colleges took steps to stabilize health care costs through the use of self-funded programs and preferred provider organizations. Triton College took steps to contain health care costs through an employee contribution plan for health insurance coverage, participation in a preferred provider organization, and free preventive health care fitness programs for campus employees. Thirteen colleges reported an increase in expenditures for administrative computing. Colleges also reported that they expect administrative computing costs to stabilize, not decrease, in the next few years.

Colleges reported an increase in institutional support costs due to tuition waivers, scholarships, and chargebacks. These costs have increased as tuition rates and the unit cost of instruction have increased, and colleges do not expect these costs to decrease over the next few years. Beginning in fiscal year 1996, the Uniform Financial Reporting System will take effect and will require colleges to report institutional support costs in greater detail, with a separate category for tuition waivers, scholarships, and chargebacks. In its 1995 P•Q•P report, the ICCB encourages colleges to continue to monitor institutional support costs, manage health care expenditures, and invest wisely in management information systems that will provide long-term productivity gains.

Conclusions and Recommendations

For fiscal year 1995, the community colleges reported decisions to improve academic quality and enhance productivity in the five key areas of instruction, public service, administration, support services, and overall academic productivity. Further improvements were made through the development of priorities statements and attention to special focus areas.

Reports on the colleges' reviews of undergraduate education began to examine the roles and responsibilities of faculty in the overall teaching and learning environment. Specifically, colleges began to assess methods of faculty evaluation, the ratio of part-time to full-time faculty teaching general education courses, the extent of faculty-student interaction inside and outside the classroom, and the extent of active learning experiences at each level of course offerings. Community colleges are encouraged to continue this discussion of faculty roles and responsibilities and to establish plans, if they have not already done so, to enhance and support faculty contributions to the college.

The Board of Higher Education has placed high priority on addressing the needs of students who are underprepared for college level work as well as for employment. The ICCB planned study of remedial/developmental education provides an opportunity for a comprehensive examination of the scope and effectiveness of these programs. Community colleges are encouraged to examine ways to improve services to underprepared students and to monitor the extent and success of student transitions from remedial to college-level courses and programs.

Community colleges made progress in the P•Q•P process by developing priorities statements and initiating productivity and quality improvements described in this report. Through further linkage between college priorities and institutional and statewide goals and objectives, and through attention

to the issues identified above, the community colleges will continue to use the P•Q•P initiative as a tool to achieve their aims within Illinois higher education.

INDEPENDENT COLLEGES AND UNIVERSITIES

Productivity reports from nine independent, not-for-profit institutions and four proprietary institutions were received by the Board of Higher Education. In addition, reports summarizing P•Q•P efforts in the not-for-profit and proprietary sectors of independent colleges were submitted by the Federation of Independent Colleges and Universities and the Board of Higher Education's Proprietary Schools Advisory Committee. The Federation of Independent Illinois Colleges and Universities has provided leadership in this effort during the last three years by surveying member institutions to identify productivity initiatives undertaken on campuses and by issuing guidelines for the preparation of productivity reports to the Board of Higher Education. This year, the Proprietary Schools Advisory Committee submitted its second report summarizing efforts among reporting proprietary schools to increase productivity, enhance quality, and adjust institutional priorities.

Report by the Federation of Independent Colleges and Universities

The Federation's 1994-95 Productivity Survey was modified from last year's research to allow much greater description of each initiative in an effort to facilitate exchange among Illinois' independent colleges and universities of their ideas and experiences regarding specific productivity and quality initiatives. The Federation's 1994-95 Report summarizes responses from 33 institutions and nearly 300 faculty, administrators, and campus officers, reporting more than 2,000 quality and productivity initiatives in 1994-95. The Federation is processing the detailed qualitative responses to the survey, and a final analysis of this information will be conducted by the Federation later this year.

The Federation's summary report presents the private, not-for-profit perspective on institutional productivity and summarizes initiatives undertaken during 1994-95 by the academic affairs, enrollment management, external and internal institutional affairs, and student affairs departments of member institutions. This year's survey requested information concerning efforts in the following areas: Computer and Information Management; Work Environment; Staffing Changes; Training and Development; Work Processes; Sourcing and Subcontracting; External Collaborations; Budgeting, Strategic Planning, and Accountability; Student Learning Experience; and Faculty and Curricula.

- **Computer and Information Management.** In 1994-95, the use of the Internet increased substantially among independent colleges and universities. Over three-fourths of responding institutions who use the Internet installed or upgraded their network in the past year. Enrollment management and academic affairs departments were the most likely to engage in computer and information management initiatives, with 62 percent of respondents in both departments engaging in at least one new computer initiative. Specific campus-level computer and information management activities included opening a 24-hour computer lab, connecting all offices to the college mainframe via a fiber-optic network, and providing on-line access to a major student loan servicer.
- **Work Environment.** Academic affairs departments were the most likely to improve their work environments in 1994-95, with 61 percent reporting activity in this area. Specific measures included turning an old gymnasium into a studio theater, redesigning offices to provide better access and information sharing, and converting large offices into multiple work spaces. Respondents were less likely than in previous years to have developed new energy/resource conservation techniques. The Federation report speculates that this may reflect the culmination of earlier efforts.
- **Staffing Changes.** Nearly one-third of all respondents' departments added new positions in 1994-95. The trend toward shifting positions from full- to part-time, consolidating or eliminating positions, and increasing reliance on student employees continued at a steady pace.

Examples of staffing changes included eliminating an Audio-Visual Director's position and using student staff in replacement and replacing a full-time faculty resignation with four part-time faculty positions. Overall, 34 percent of respondents conducted formal evaluations of these initiatives in 1994-95. Sixty-nine percent of the academic affairs departments and 63 percent of all student affairs offices experienced staffing changes in 1994-95. On the other extreme, 70 percent of all internal affairs respondents did not make any staffing changes in 1994-95.

- **Training and Development.** Staff training continues to be one of the most common productivity initiatives among all departments in Illinois independent colleges and universities. Specific efforts of note included cross-training a reference librarian to do acquisition work and developing mid-year goals with associated bonuses. One-fourth of the respondents conducted a formal evaluation of their initiatives in 1994-95. Sixty-seven percent of all internal affairs respondents and 59 percent of all student affairs, academic affairs, and enrollment managers reported engaging in some training and development activities in 1994-95.
- **Work Processes.** One-fourth of all respondents engaged in collaborative work projects, and one-fifth redefined their work rules and processes last year. Work process improvements occurred frequently among both external affairs respondents (55 percent) and student affairs respondents (56 percent). In addition, many interesting activities took place, including university-wide curriculum projects, policy manual revisions, and quality circles in the strategic planning process. Of the respondents who engaged in new work process activities, 31 percent conducted a formal evaluation of these initiatives.
- **Sourcing and Subcontracting.** A few institutions engaged in contract renegotiations, collective purchases, or strategic subcontracting. Those that did so reported such diverse activities as renegotiating telephone system contracts, negotiating reduced health insurance premiums, recontracting laundry uniform cleaning and purchasing, and using a vendor to publish an academic journal. Of those who used sourcing and subcontracting, 31 percent conducted a formal evaluation of their activities in 1994-95. The Federation report suggests that sourcing and subcontracting continues to be a great source of untapped potential for productivity improvements in higher education.
- **External Collaboration.** Academic affairs departments were most likely to engage in external collaboration. In 1994-95, collaborations of note included providing a World Wide Web home page for another independent college, providing minority small business owners with 13 workshops on business issues, conducting a "share your soles shoe drive" with other nonprofit organizations, and expanding a high school scholars program. Of those respondents who engaged in external collaborations in 1994-95, 30 percent conducted formal evaluations of their activities.
- **Budgeting, Strategic Planning, and Accountability.** In 1994-95, operational improvement activities of Illinois independent colleges and universities included establishing zero-based budgeting, coordinating administrative self-studies, and revising program plans. One-fourth of all respondents engaged in strategic planning during 1994-95. Of those respondents who engaged in such activities, 33 percent conducted a formal evaluation of their activities. Student affairs and academic affairs were most likely (44 percent) and enrollment managers were least likely (24 percent) to engage in budgeting and planning activities.
- **Student Learning Experience.** Approximately one-third of all academic affairs respondents and two-thirds of all student affairs respondents engaged in the development or modification of at least two student learning activities identified in the 1994-95 Federation survey.
- **Faculty and Curricula (Academic Affairs Departments Only).** The academic affairs departments of responding Federation members initiated faculty development, new programs and departments, and team teaching in 1994-95. Specific activities included providing teacher-of-

the-year awards for full- and part-time faculty members, increasing faculty-student contact hours, and expanding sabbatical leaves. Nearly one-third (32 percent) of the respondents who engaged in such activities conducted a formal evaluation of the initiatives.

Report From the Proprietary Schools Advisory Committee

The Proprietary Schools Advisory Committee summarized P•Q•P efforts by four reporting proprietary schools. Efforts were reported under the general headings of Program Eliminations and Additions, Administrative Improvements, Retention and Placement Initiatives, Quality Initiatives, and Priorities and Goals. The Committee report emphasized the inherent interest in cost-effective delivery of student services and instruction that characterizes schools organized on a for-profit basis.

Proprietary school initiatives relevant to the broader academic community included the following administrative improvements: calendar restructuring and scheduling to include a new eight-week extended hours summer session, computer systems upgrades, and arranging class groupings to achieve greater class average headcounts and reduced instructional costs per students. Retention and placement initiatives included establishing a registration process enabling all students to complete new or continuing registration in one hour or less with a minimum of steps and use of mastery learning concepts to improve first-term retention and course completion rates by over 12 percent. Faculty improvement initiatives included steps to finance and facilitate professional development including development of greater technological proficiency. Student services initiatives included the broadening of scheduling alternatives to include evening and weekend programs, provision of extended opportunities for students to sell back books, and equipping labs with "help desk" phones to provide direct access to staff who can assist with computer problems.

Individual Reports

Thirteen independent nonprofit and proprietary institutions provided reports on campus initiatives. As is appropriate, many productivity initiatives reported targeted institutional or department-specific priorities. Despite the inherently institution-based focus of P•Q•P, however, several of these initiatives produced cost savings through measures that might be adopted by other institutions. Among these were: a variety of recycling efforts, cross-training of instructional staff to cut costs of temporary replacements, team teaching to reduce costs of graduate faculty, analyses of core curricula to produce greater focus and attendant reduction in course offerings, computerization including enhanced computerization of accounting and payroll functions, use of work-study students in offices such as housing, and use of more experienced and task-specific part-time employees to replace full-time employees.